



Play Therapy Manual

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Enabling Inclusion through
Early Intervention (EI) Programme



AMAR SEVA SANGAM



Amar Seva Sangam (ASSA) is a premier organisation in the field of disability management focusing on rural areas, located in Ayikudy Village in Tenkasi District of Tamil Nadu. Our approach is to establish a centralised resource center to act as a catalyst for change in the development of children and adults who are differently abled and intellectually challenged. We do this by involving the village community in the process. This mission of ASSA is to establish a Valley for the Disabled, whereby persons with physical / intellectual challenges live in a pro-active society where equality prevails irrespective of physical, intellectual or other challenges with the rest of the society. It is a futuristic vision whereby Amar Seva Sangam plays the role of an enabling agent to provide persons with physical / intellectual challenges "equality of status, equality in opportunities and equality in access".

Amar Seva Sangam (ASSA) was established by Mr. Ramakrishnan, in the International year of the Disabled to cater to disability management focusing on rural areas.

S. Ramakrishnan, Founder President



S. Ramakrishnan, while in his 4th year engineering, injured his spine while attending the last round of Naval officers' selection test and became a quadriplegic. He established ASSA in 1981, the year for the Disabled and named it after his Doctor and mentor Air Marshal Dr. Amarjit Singh Chahal of Defence hospital. **Padma Shree awardee** S.Ramakrishnan is the President of ASSA.

S. Sankara Raman, Secretary



S. Sankara Raman, a Chartered Accountant and a wheel chair user, affected by muscular dystrophy joined ASSA in 1992. He is the Secretary of ASSA. Along with Mr. Ramakrishnan, they have built a **Valley for the Differently Abled** in a 30 acre land

at Ayikudy, as a Rehabilitation and Development Centre and developing models for self-help initiatives by integrating individuals with disabilities within society for improved living conditions.

In 2020, he established Amar Seva Global, a social enterprise focused on spreading Amar Seva's Enabling Inclusion program globally.



What is Development Delay ?

Skills such as taking a first step, smiling for the first time, and waving “bye-bye” are called developmental milestones. Children reach milestones in how they play, learn, speak, behave, and move (for example, crawling and walking). Children develop at their own pace. However, when developmental milestones are not met by a certain expected age, it is called “developmental delay”. Early stimulation and intervention can help children reach these milestones.

What is Development Disability?

Developmental disabilities are a group of conditions due to an impairment in physical, learning, language, social or behavioral areas. These conditions begin during a child's developmental period, may impact day-to-day functioning, and can last throughout a person's lifetime. According to the WHO, “If children with developmental delays are not provided with appropriate early intervention, their difficulties can lead to lifetime consequences, increased poverty and profound exclusion”.

What is Early Intervention?

Interventions promoting child development should address physical, social, emotional, language, and cognitive areas of development. Services targeting these domains of development are termed, “Early Intervention therapy” and can encompass physical therapy, occupational therapy, speech-language therapy and special education. Early Intervention has a significant impact for children who have delayed development in physical, cognitive, emotional, sensory, behavioural, social and communication domains of development. With quality early intervention services, children can reach their potential, live a meaningful life and integrate into their communities.



Enabling Inclusion Programme

Amar Seva Sangam's Enabling Inclusion programme uses community rehabilitation workers to provide early intervention services to children in their own homes or in community centres by connecting these community workers with rehabilitation specialists (physiotherapists, occupational therapists, speech therapists/trainers and special educators) through the use of the award winning Enabling Inclusion (EI) app. The program has proven to improve outcomes for children with disabilities and their family members and has allowed many children to reach their potential.



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Chapter 1: What Is Play?

Introduction

Play is a wonderful way for children to explore the world and learn new skills. Through play children develop and grow physically, cognitively, socially, and emotionally. Play is fun and interesting for children and so it has an important role in therapy and education. Play may seem simple on the surface but it is actually quite complex. Play means different things to different people. Play has also changed across time and is influenced by different contexts. It takes on different shapes and forms depending on who's playing and depending on the situation. As play is influenced by many different factors, there is no one agreed upon definition. However, some common features have been identified that help characterize play. Oftentimes a combination of these characteristics are seen when kids are playing (20).

- **Choice**
- **Fun**
- **Universal**
- **Spontaneous**
- **Flexible**
- **Challenging**
- **Vitalizing**
- **Can take infinite forms**
- **Is a right**
- **Active engagement**
- **Engrossing**
- **Private reality**

(13) (20) (38) (18)



Types of Play

Play comes in many forms and a wide variety of activities can be included in play (13). Although there are many different types of play, when kids play, they will often demonstrate a combination of play behaviours and types (18). Each type of play looks different, and kids will learn and develop different skills through each type.

Type of Play	Description
Physical Play	Focus on motor skills, builds strength, coordination, physical sense of self, boundaries/impulse control
Language Play	Young children make repetitive sounds and older children use language in rhymes, puns, for entertainment purposes and as a tool in play
Exploratory Play	Children explore something new, develop a desire to learn new things. <ul style="list-style-type: none">- Object Play: Children learn about and discover objects through exploration
Constructive Play	Children build/create from their mind. Develops cognitive skills, fine motor skills, hand-eye coordination. Is used in other play types
Fantasy Play	Children use imagination to discover how the world works and to trial different roles. Allows children to escape and have fun
Social Play	Allows children to practice social and life skills, communication, cooperation, problem solving, negotiation, turn-taking and self expression



Stages of Play

There are many different stages of play. Stages of play are important because they show where a child is on their developmental path, which may not match their chronological age. Play affects development, but in turn development affects play (4). As children engage in play activities, they initially develop an understanding of their bodies and their sense of the world around them. In the early stages, children are also developing relationships with those around them, forming attachments with caregivers. As children explore through play, they develop creativity and start to make meaning of the world around them. In later developmental stages, children develop higher level thinking where they demonstrate imagination and more complex social relationships (11). Figure 1 outlines the higher level understandings of child development through play. the following page outlines two areas of play development (Social Play Development and Object Play Development) and the progression through each developmental stage.

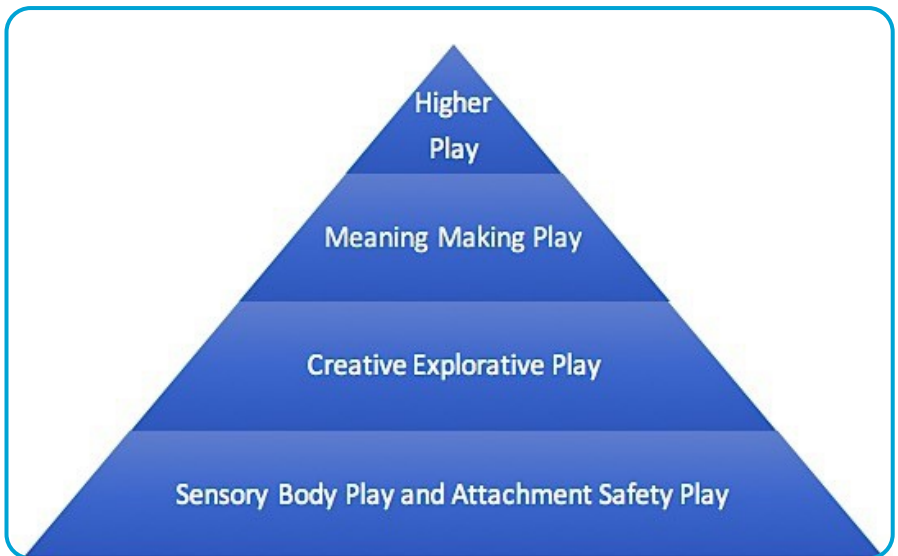


Figure 1: Developmental Stages of Play
(Image derived from Essame, 2016)



Associative Play	<ul style="list-style-type: none">● Children become more interested in other players and socially interact with children and adults during play.● Children are less focused on the activity or object used in play.● Children can practice their learnings from earlier play stages
Associative Play	<ul style="list-style-type: none">● Children cooperate with each other during play through establishing group goals or rules● Cooperation is difficult for young children, it is an advanced skill● Involves a lot of conflict because children may find it difficult to share and take turns

Stages of Object Play

Random and Exploratory Play (birth)	Using senses to explore and discover the world around them (i.e., shaking toy)
Cause and Effect Play (9 months)	Discover that their actions can manipulate the world around them and they can control outcomes
Purposeful/Functional Play (15 -18 months)	Uses objects (and related objects) how they are meant to be used (i.e., brushing hair with hairbrush)
Representational/Symbolic (age 3)	Engages in pretend activities
Constructive Play (age 4)	Uses fine motor skills to use objects to create something specific (i.e., LEGO, making something with play -dough, wooden blocks)
Imaginative/Themed Play (age 4 -5)	Pretends to be someone or do something (i.e., dress up, play store)



Stages of Social Play

Stage of Play	Description
Unoccupied Play	<ul style="list-style-type: none">• Play appears scattered/ disorganized• Children are relatively still• Ex. Babies/small children exploring materials, learning about the world, manipulating materials and mastering self-control
Solitary Play	<ul style="list-style-type: none">• Children play alone without social involvement with other children• Allows children to explore, master new personal skills (ex. motor or cognitive skills)• This is a normal part of development and prepares children for playing with others
Onlooker Play	<ul style="list-style-type: none">• Children watch other children play but do not join in• Onlooker play is a normal part of development and helps children learn about relationships and social rules• Allows children to explore the world and different ways of playing or using materials
Parallel Play	<ul style="list-style-type: none">• Children play next to each other but are not playing together• Allows children to practice skills and learn how to engage together This play• Does not involve social interactions between the children but acts to prepare children for the next stage.



Play and Environment

Physical Environment: The physical environment includes the amount of space children have to play, indoor vs. outdoor play, and available materials to use during play. It is important to consider the barriers and facilitators within the physical environment in community, school and institution based rehabilitation settings.

- **Space:** Environments with less physical space limit the amount and type of play activities that can be performed (15)
- **Indoor vs. Outdoor:** Outdoor environments allow children to play within nature, enhancing their sense of joy and wonder and contributing to their mental, physical, emotional, and spiritual health (15). However, outdoor play may pose larger risks than indoor play, especially in more urban settings (3)
- **Materials:** Access to toys, games or other materials used in play is largely impacted by the physical environment. In order to support and facilitate play in children, the materials available must be considered (15)
- **Generalization:** Play that occurs in highly structured environments limits opportunities for learnings to be translated across different settings/contexts (2)

Social Environment: The social environment includes secure relationships with caregivers, inclusive environments, intentional teaching from play facilitators and creating a welcoming environment for families. It is important to consider these aspects of the social environment when facilitating play across different settings.

- **Secure Relationships:** secure relationships with caregivers provide children with a safe environment from which to learn and explore (15)
- **Inclusive Environment:** Environments that integrate all children together in play activities promote



collaboration, developing authentic relationships and social skills. Inclusive environments that support play have been shown to improve social and linguistic development in children on the autism spectrum. (15)

- **Intentional Teaching:** Play facilitators intentionally create environments that support play because children learn through play. (6)
- **Welcoming Family Environment:** involving the family in play and incorporating their perspectives to support play and improve sense of belonging (15)

Cultural Considerations: It is important to consider how cultural norms impact how play is supported by social and physical environments (9). Culture not only impacts if play is promoted or supported within the environment, but also influences how children play, with what they play with and who they play with (5). The list below outlines areas of play that may be impacted by cultural differences and is thus worth considering.

- Themes of play (5)
- Use of toys/objects in play and types of toy/objects used in play (5)
- Playing with other children vs. playing with adults (5)
- Importance of independent exploration is found primarily in Western play (5)
- Differences in play is related to children's home environment and the parental care-giving system (5)
- Adults opinions on play and its importance (9)
- Emphasis on tradition vs. innovation (9)



Chapter 2: Play In Therapy

Play can be used as a means, as an ends, or both. How you use play in therapy depends on how you structure your session and what your client's goals are.

PLAY AS A MEANS: Using play to achieve an end goal	PLAY AS AN ENDS: End goal is to achieve play
Ex. Using play in therapy to help keep a child interested in a writing activity	Ex. Helping a child develop their social skills so they can engage in cooperative play with their peers

Play and Development

As children develop, they learn new skills and progress through different stages of play as mentioned in Chapter 1. Child development does not equate to a child's age. For example, children with disabilities may be at a developmental stage that is different than their age or different than typically developing children. The type of play children engage in can tell us about their developmental level. In addition, play can be used to facilitate child development. Play can promote development in physical, cognitive, emotional, social, sensory, spiritual, and occupational domains through providing opportunities for children to explore their world, engage socially and develop problem solving skills (23, 15, 14). For children with and without disabilities, play is a valuable tool to maintain a child's interest when working on tasks that are challenging to the child. Presented below is a table outlining areas of child development when play is used as a means and/or as an ends.



Physical /Motor	Gross motor skills Fine motor skills Posture/Balance Coordination Strength Functional reaches
Cognitive	Attention Problem solving Social activities Community orientation Identify body parts
Emotional	Emotional regulation Preparation for life events
Sensory	Touch/texture Taste Sensory defects Hyperactivity
Spiritual	Sense of self
Social/ socialization	Verbal and non verbal communication Social rules Friendship making, decreased bullying Understanding of culture Build rapport
Occupational	Self-care activities (dressing, bathing, eating, safety skills) Productivity (academic activities/school readiness including writing, reading, money) Leisure (arts and crafts, creativity)



* The information presented in this table has been derived from the results of a survey completed by rehabilitation professionals at ASSA as well as information found in (23) (15) (40) & (32)

Play and Learning

Kids are born ready to play. They have a natural enthusiasm, curiosity, and playfulness that they use to engage their body, mind, and senses as they explore and interact with their environment (24, 13). When kids play they are learning, and it has been said that kids learn best through play (4).

There is a strong link between play and learning (4, 21) and this highlights the importance of play-based learning as an approach to therapy, education, and rehabilitation. Play helps with long-term physical, intellectual, social, and emotional growth (15). The learning that happens during play can be direct or indirect.

Through play kids develop the strategies, qualities, attitudes, and skills needed for life-long learning (24). It has been shown that when play is used to help kids learn, their performance improves (1). Not only that, but they smile more, are more motivated, and are more focused (1). Simply calling an activity “play” leads kids to do better on it (1).

How Play Contributes to Learning (4)

- children learn more when they are playing
- play develops creativity and problem solving skills
- play prepares kids for better school learning
- play contributes to overall health- it promotes strength, coordination, and brain development
- play teaches new skills and help build kids' self-esteem
- play teaches social skills (i.e., helps them make friends)

Tip! *It's all in a name: referring to every activity you do with a child in therapy as a game can help with their motivation and engagement.*



For example:

- 1) *Instead of therapy, you can say they are coming to do fun things*
- 2) *A balance activity of standing on one leg can be called “the statue game”*

Kids are able to practice a variety of skills when they play and this helps promote their functional development in many areas as seen on page 7 (15, 25). Play is often highly repetitive and it is the repetition that leads to them learning those new skills (15). Play gives kids the chance to practice important skills everyday (25). However, it has also been said that kids actually learn quicker through play and need fewer repetitions to learn a new skill.

The play context also gives adults like you the chance to teach kids (4). Play is a natural thing that kids do (4), so it can be an ideal way to help kids learn something new or to help them work on improving an existing skill.

Tip! *Kids are active learners when they play so give them some responsibility for their own learning. This can look like: (4)*

- *Give choice in activities and order of activities*
- *Provide a variety of objects to play with*
- *Give children free time to play what they want*

School Readiness and Academic Performance Play has been found to be a key part of helping a child become ready to attend school and how they perform in school (18). Play helps kids develop the social, emotional, and academic skills needed for success in school (18, 21). Children who play are shown to do better in academic subjects than their peers who play less (18). This includes skills in... (18)

- Reading
- Writing
- Language
- Mathematics

It is through play that kids also learn and develop other important skills



needed for success in school (18, 21, 4). Play can be used to help kids learn and develop tasks related to foundational skills, which in turn can help their school performance. This includes:

- Behaviour control and inhibition
- Learning socially appropriate behaviour
- Managing emotions
- Self-regulation
- Cognitive control and flexibility
- Executive function skills (i.e., attention, problem-solving)
- Coping strategies
- Social skills (i.e., turn taking, making friends, negotiating, cooperation)
- General intelligence and brain development
- Reasoning
- Imagination
- Creativity
- Confidence and self-esteem
- Understanding of their strengths and weaknesses
- Positive attitude towards learning

Impact of Disability

Play promotes optimal functional development in all kids (23). However, disability can impact a child's ability to play. Children with disabilities generally engage in fewer play behaviours and show less variety in their play (2). Similarly, a child's ability to progress through the developmental stages of play can be impacted by disability (39). Various conditions can impact a child's ability to learn, develop, and grow through play. Disabilities may impact a child's physical, cognitive, emotional, sensory or intellectual development. Some diagnoses maybe impact multiple developmental domains and a child's ability to play.

The list below outlines diagnoses and conditions you may encounter within pediatric populations that impacts the developmental domains



mentioned above. This is not an exhaustive list. Adapting play activities and toys can help children with disabilities engage in play.

- Cerebral Palsy
- Down Syndrome
- Autism Spectrum Disorder
- Spina Bifida
- Global Developmental Delay
- Muscular Dystrophy
- Vision and Hearing Impairments
- Intellectual Disability
- Orthopedic Conditions
- Emotional Dysregulation

Children with disabilities will often need more time to play, more instructions, and more help to be included in group play activities (13). Kids with certain disabilities also need more repetition to learn how to play with toys and other play materials (13). However, it is important to facilitate play with children with disabilities as play will encourage development and learning. Play promotes development and learning for both typically developing children and children with special needs. Children may need help from therapists or caregivers to facilitate and support engagement in play activities.

Free and unstructured play is related to language development in young kids. Free play seems to positively affect the language and communication skills for kids with disabilities more than typically developing kids (22)

Tip! Kids with cognitive challenges (i.e., learning, memory, problem-solving) really benefit from the repetition and practice of play, so giving them more time and opportunities to play can be helpful (13)

Tip! Give kids the chance to play with kids of different ages. Research has shown that it is beneficial for both the younger and older kids (25)



Tip! Play activities that use number lines, one-to-one correspondence, and counting can help kids learn and develop their understanding of numbers (21)

Tip! Giving kids with communication difficulties more time and opportunities to engage in symbolic play can help with the development of their language and communication skills (13)

Chapter 3: Play Activities

Chapter 3 outlines multiple play activities that can be implemented with a variety of age groups and target areas. The play activities are arranged alphabetically however you can use the guide below to search up play activities according to age group and target area.

Guide to Searching Play Activities:

BY TARGET AREA

PHYSICAL: 18, 21, 23, 25, 26, 28, 30, 31, 33, 35, 37, 39, 41, 43, 45, 49, 51, 53, 55, 57, 59, 61, 63, 65, 68, 70, 72, 73, 75, 76, 78, 80

COGNITIVE: 18, 21, 23, 26, 28, 31, 33, 35, 37, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 68, 70, 72, 73, 75, 76, 78, 80

SOCIAL: 21, 26, 28, 30, 37, 41, 43, 45, 47, 51, 53, 55, 57, 59, 61, 63, 73, 76, 78, 80

EMOTIONAL: 30, 33, 43, 45, 68, 76

SENSORY: 18, 30, 45, 65, 72

PLAY SKILLS: 30, 33, 37, 43, 45

BY AGE

0-3 YEARS: 18, 19, 20, 21, 22, 23, 26, 27, 29, 36, 39, 40

3-5 YEARS: 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 33, 37, 41, 43

5-8 YEARS: 12, 13, 14, 15, 16, 17, 23, 24, 25, 26, 28, 29, 30, 33, 35, 38, 41, 43, 44

8 YEARS AND OLDER: 12, 13, 14, 16, 17, 23, 24, 25, 26, 29, 28, 30, 31, 32, 33, 34, 35, 41, 43, 44



- Miss = fails to complete a step or if you touch another stone while picking up a stone

Step I

Throw all 5 stones onto the ground

While throwing a stone up in the air, pick up 1 stone on the ground

Repeat this for each of the 4 remaining stones on the ground.

Step II

Throw all 5 stones onto the ground

While throwing a stone up in the air, pick up 2 stones from the ground at a time

Repeat this for the remaining 2 stones on the ground

Step III

Throw all 5 stones onto the ground

While throwing a stone up in the air, pick up 3 stones from the ground

Repeat this for the remaining stone on the ground

Step IV

Throw all 5 stones onto the ground

While throwing a stone up in the air, pick all 4 stones

Step V

While throwing a stone up in the air, place 4 stones on the ground

Throw 1 stone up in the air again and catch it while picking all 4 stones from the ground

Step VI

Throw all 5 stones onto the ground

Pick 2 stones and while throwing a stone, exchange the stone in hand with 1 of the stones on the ground.

Repeat this for all 3 remaining stones

Step VII

Throw all 5 stones onto the ground- Pick 2 stones and whilst

throwing 2 stones up in the air, pick 1 on the ground and catch the 2



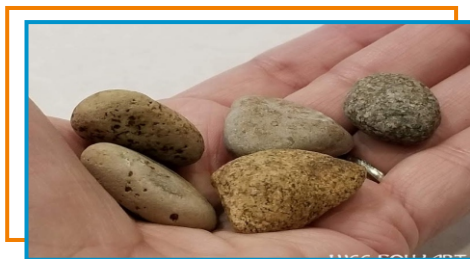
KALLANGAL OR ACHANGAL (FIVE STONES)

AGE: 6yr+

NUMBER OF PLAYERS: 2+

MATERIALS:

- 5 small stones



TARGET AREAS:

Physical

- Fine Motor Skills
 - Grasp
 - In-Hand Manipulation
 - Dexterity
 - Strength (lumbricals and intrinsic muscles of the hand)
- Eye Sight and Eye Movements
- Hand-Eye Coordination
- Bilateral Hand Use

Cognitive

- Concentration
- Memory
- Numeracy

Sensory Skills

HOW TO PLAY:

- Each person takes their turn one at a time, trying to complete the steps below
- Player 1 starts the game and plays until they miss. It then goes to
- Player 2 and they play until they have missed. This continues until each player has had a turn. It then goes back to Player 1
- When it is your turn again, you continue from the step you were on when you missed
- The first player to complete all 8 steps is the winner



falling stones with each hand
Repeat this for all 3 remaining stones

Step VIII

Throw all 5 stones onto the ground
Your opponent chooses 1 stone
Throw all the stones in the air and seep up the remaining stones
Repeat this for all 3 remaining stones

- This game is similar to the game Jacks

ADAPTATION SUGGESTIONS:

Activity:

- Vary the size of the stones
- Give multiple “lives” or chances (i.e., give 2 chances to complete a step before moving to the next player)
- Other items of similar size can be used in place of stones (i.e., LEGO, tokens, dice, small cloth bags filled with beans, rice, or sand)
- Use non-dominant hand to throw the stones
- Clap hands or slap both knees before picking up stones

Environment:

- The stone can be painted bright colours for children with visual impairments or sensory differences
- Have a printed or written copy of the steps available
- Provide back and/or trunk support for children with difficulties maintaining a seated position on the floor
 - Ex. player sits with pillow on legs and leans their tummy on the pillow
 - Ex. player sits with their back against the wall
 - Ex. have an caregiver sit behind the children with their legs in a “V” shape
 - Ex. play the game on a table and have children sit on chairs. Ensure the child's feet are supported, either by touching the floor or by placing books underneath their feet. If the chair is too big for the child, you may need to



place

Support:

- Have a caregiver sit behind the child with their legs in a “V” shape to help support children with difficulties maintaining a seated position on the floor

SAFETY CONSIDERATIONS:

- Though this game is usually played with older children, small stones can be a choking hazard if this game is played with young children

MARBLES

AGE: 6yr+

NUMBER OF PLAYERS: 2+

MATERIALS:

- Marbles
- Chalk/Thread/Rope etc.

TARGET AREAS:

Physical

- Fine Motor Skills
 - Dexterity
- Gross Motor Skills
 - Squatting

Cognitive

- Concentration
- Strategy
- Numeracy

Social

- Teamwork
- Cooperation
- Conflict Resolution





HOW TO PLAY:

- Create a circle on the ground (3-6 feet wide) using chalk, thread etc.
- Place marbles (10-15) in the centre of the circle in an “X” pattern
- To determine who goes first:
 - Draw a line on the ground 10 feet away from the circle
 - Each player shoots or rolls a marble towards the circle
 - The player who gets their marble to land closest to the centre of the circle goes first
- Each player uses their shooter marble to try to hit one of the marbles in the centre to knock it out of the circle
- If a marble is knocked out of the circle, the Player who knocked it out gets to keep it and they get to take another turn
- If no marble is knocked out of the circle, the next player gets to take their turn
- To shoot a marble: use thumb to flick the marble from your hand putting your knuckles down on the ground
- The first shot must be taken from the outer edge of the circle
- If the shooter marble stays inside the circle, then the next shot can be taken from where the shooter marble landed
- The player with the most marbles at the end of the game wins

VARIATIONS:

- When more than 2 people are playing, the players can be arranged into 2 team allowing players on the team take turns
- Play the game alternating which hand is used

ADAPTATION SUGGESTIONS:

Activity:

- Use smaller or larger sized marbles
- Give multiple “lives” or chances (i.e., give 2 chances to knock a marble out of the circle before moving to the next player)
- Alternate hands and fingers that the marble is flicked with (i.e., place marble on ground and shoot into circle with first/index finger)
- Children with physical difficulties may sit on the ground when playing



Environment:

- Use bright or shiny marbles
- Use larger or smaller marbles
- Use less shiny marbles
- Have a printed or written copy of the steps available
- Increase or decrease the size of the circle
- Use bright coloured thread, rope, paint etc to make the circle
- Provide back and/or trunk support for children with difficulties maintaining a seated position on the ground
 - Ex. player sits with pillow on legs and leans their tummy on the pillow
 - Ex. player sits with their back against the wall

Support:

- Have a caregiver sit behind the child with their legs in a “V” shape to help support children with difficulties maintaining a seated position on the floor

SAFETY CONSIDERATIONS:

- Marbles can be a choking hazard for young children
-



PALLANGUZHAI

AGE: 6yr+

NUMBER OF PLAYERS: 2

MATERIALS:

- Rectangular wooden board with 14 pits/wells (2 rows and 7 columns)
- Counters (i.e., small pebbles, cowry shells, tamarind seeds, beads, beans etc)

TARGET AREAS:

Physical

- Fine Motor Skills
 - Dexterity
 - In-Hand Manipulation
- Hand-Eye Coordination
- Crossing Midline



Cognitive

- Numeracy (counting)
- Mathematical Skills
- Strategy Use
- Alertness
- Attention
- Concentration
- Memory
- Observation Skills

Social

- Conflict Resolution
- Turn Taking

HOW TO PLAY:

- 12 counters are placed in each pit on the board, except in the



middle pit of each row into which 2 counters are placed

- The board is oriented horizontally between the 2 players
- Player 1 picks up all the counters from any of his or her pits and then places one counter in each pit going counter-clockwise
- If the player reaches the end of their row of pits, they then continue on to place the counters in Player 2's side of the board
- Once the last counter is placed, player 1 then takes the counter from the next pit and continues to place them in the same way
- If the last counter is placed in a pit with an empty pit beside it, the counters in the pit beyond the empty pit are captured by player 2 and are placed in their store
- That player then continues play from the next cup containing counters if the last counter falls into a cup with 2 empty pits beyond it, the player captures no counters and his turn is over the next player
- continues play in the same way, taking counters from any of his or her cups and placing them in one at a time in each pit going in a counter-clockwise direction
- If, after having a counter placed into it, a pit contains 6 counters, those counters become captured by the player who dropped the counter
- The round ends when no counters are left
- At the end of the round, each player takes the counters from their store and fills as many of their pits as they can with the counters
- The winner of the round will have a surplus of counters, which he or she keeps in his or her store; the loser of the round will be unable to fill all of his or her pits
- The game ends when one of the players captures all the counters

ADAPTATION SUGGESTIONS:

Activity:

- Use non-dominant hand
- Increase the speed at which players have to pick up and place the counters
- Decrease the number of rounds played
- Allow players to pick the counters out of the pits using a spoon



Environment:

- Have brightly coloured counters; bright candies would also work well
- Have a printed or written copy of the steps available
- Provide back and/or trunk support for children with difficulties maintaining a seated position on the floor
 - Ex. player sits with pillow on legs and leans their tummy on the pillow
 - Ex. player sits with their back against the wall
 - Ex. play the game on a table and have children sit on chairs. Ensure the child's feet are supported, either by touching the floor or by placing books underneath their feet. If the chair is too big for the child, you may need to place a pillow behind their back as well

Support:

- Have a caregiver sit behind the child with their legs in a “V” shape to help support children with difficulties maintaining a seated position on the floor

SAFETY CONSIDERATIONS:

- The counters may be a choking hazard for young children
-



BAMBARAM (SPINNING TOP)

AGE: 5yr+

NUMBER OF PLAYERS: 1+

MATERIALS:

- Wooden top (colouring optional)
- Nail
- String

TARGET AREAS:

Physical

- Fine Motor Skills
- Dexterity
- Strength
- Bilateral Hand Use
- Hand-Eye Coordination



HOW TO PLAY:

- “Toss” (“Goes”)
 - On the count of 3, each player winds their string/rope wrapped around the crown of their wooden top
- Each player then unwinds their top on the ground to rotate by releasing it from their rope
- Each player then picks up their top with their rope as fast as they can
- The goal is to be able to use the shortest length of rope possible while still allowing the top to spin on the ground and allowing you to catch it with the rope again

ADAPTATION SUGGESTIONS:

Activity:

- Start with longer length of rope progressively decrease the length of the rope/string
- Allow players to play at their own pace



Environment:

- Use brightly coloured top and rope for children with vision and sensory processing differences

Support:

- Use the buddy system to allow players the chance to practice and master one step at a time (i.e., one partner winds the string around the top and does the “Goes” while the other partner picks up the top with the rope)

SAFETY CONSIDERATIONS:

- The nail can be a potential safety hazard
 - Remind children to be careful when using their top and to never point the nail towards another person
-



SATOLIYA (SEVEN STONES)

AGE: 6yr+

NUMBER OF PLAYERS: 4+

MATERIALS:

- 7 flat stones
- 1 tennis ball

TARGET AREAS:

Physical

- Eye Sight
- Stamina
- Gross Motor Skills
 - Throwing
 - Running
 - Strength
 - Dodging
- Agility
- Bilateral Hand Use
- Crossing Midline

Cognitive

- Concentration
- Attention/Alertness

Social

- Teamwork
- Conflict Resolution

HOW TO PLAY:

- Players are divided into 2 equal teams
 - Seekers
 - Hitters
- Clearly set up the boundaries for the playing field; stack the 7





stones in a pile in the centre of the playing area

- If a Seeker goes outside the boundary, they are out
- A member of the Seekers throws the tennis ball at a pile of stones, trying to knock them over
- The Seekers then try to restore the pile of stones while the Hitters throw the ball at them
 - Hitters are not able to run with the ball
 - If a Seeker restores the pile of stones, they say “Lagori” 3 times and swipe their hands around the pile of stones
- If a Seeker is hit by the ball, the Seeker is out and he or she takes a seat on the sideline
- If all the Seekers are hit, the teams switch (Seekers become Hitters and Hitters become Seekers)
- The Seekers have 3 chances (from 3 different players) to try to knock over the pile of stones
- If they are unable to knock over the pile in 3 tries, the teams switch (Seekers become Hitters and Hitters become Seekers)
- If a Seeker's ball does not hit the stone pile and is caught by a Hitter after the first bounce, the Seeker is out

➤ This game is similar to Kick the Can

ADAPTATION SUGGESTIONS:

Activity:

- Stones can be replaced with wooden blocks
- Bean bags or cloth bag filled with rice, beans, or sand can be used in place of the tennis ball
- Use larger or smaller ball
- Hitters must catch the ball using one hand
- Hitters must catch the ball with their non-dominant hand
- Seekers must throw the ball with their non-dominant hand
- Give more chances for the Seekers to knock down the pile
- Alternatives to running: hopping, skipping, walking
- Give a limit to the amount of time a player can have the ball in their hands before they have to
- throw it (i.e., they must throw the ball in 10 seconds)



- If the Seeker does not hit the pile, allow the Hitters to catch the ball after 2 bounces (or 3 bounces)
- Allow the Hitters to pass the ball to other members of their team
- The player must throw the ball the way they catch it (i.e., they cannot move the ball around in their hand)
- Allow the Seekers to roll the ball on the ground to knock over the pile; allow the Seekers to bounce the ball into the pile
- Allow players to use a stick to roll the ball towards the stone pile

Environment:

- Increase or decrease the size of the playing area
- Use bright coloured tape, rope, etc. to mark the playing area
- Stones can be painted bright colours
- Use brightly coloured ball Have players wear pinnies or matching bright coloured shirts
- Vary the size of the ball used

Support:

- Use the buddy system
 - Allow the child to pair up with another player on their team (i.e., one partner can catch the ball while the other player throws it)

SAFETY CONSIDERATIONS:

- Remind players to be careful when throwing the ball at each other and to never throw the ball at another player's face or head
 - If a player is hit above their waist/shoulders they are out
-



KABADDI

AGE: 6yr+

NUMBER OF PLAYERS: 24

- Two teams of 12
 - 7 players are on the field at one time; the remaining 4 players on each team are substitutes

MATERIALS:

- Playing Field
 - Men: 10m x 13m
 - Women: 8m x 12m

TARGET AREAS:

Physical

- Endurance
- Gross Motor Skills
 - Running
 - Kicking
 - Dodging
- Agility
- Coordination
- Dynamic Balance
- Speed

Cognitive

- Concentration
- Processing Speed
- Presence of Mind

Social

- Taunting
- Conflict Resolution
- Teamwork





HOW TO PLAY:

- The game is played in two 20-minute halves
 - 5 minute half-time break
 - Teams change sides at half time
- One player from the offensive team (Raider) runs onto the opposing team's side and tries to tag out as many of the defenders as possible before returning to their own side without being touched
- This all must be done in a single breath
- The offensive team gets a point for every player that the Raider tags
- The defensive team gets a point if they stop the Raider
- If a player is tagged, they are out and must take a seat on the sideline
 - Players are able to re-enter the game once their team scores a point
- The team that score the most points by the end of the game wins

ADAPTATION SUGGESTIONS:

Activity:

- Allow players to touch tag one another (instead of tackling)
- Decrease the time of each half
- Play to a certain number of points
- Offensive players do not need to hold their breath
- Increase or decrease the number of players on each team
- Allow players to walk instead of run

Environment:

- Have players wear pinnies or matching bright coloured shirts
- Use bright coloured tape, rope, etc. to mark the playing area
- Decrease the size of the playing area

Support:

- Use the buddy system
 - Allow another player on the child's team to run part way and they run the rest of the way
 - Allow two players on the same team to run together, only one is allowed to tag opponents, but both must be tagged



before they are out

SAFETY CONSIDERATIONS:

- Remind players to be careful when tagging/tackling opponents
- Use a big enough space to avoid overcrowding of players in the playing area

TUMMY TIME

AGE: 0-3yr

NUMBER OF PLAYERS: 1

MATERIALS:

- None required
- May place toys around the child

TARGET AREAS:

Physical

- Upper Body Strength
- Bilateral Hand Use
- Crossing Midline

Emotional

Social

Sensory

Play Skills



HOW TO PLAY:

- When the child is awake, lay them on their stomach or side

ADAPTATION SUGGESTIONS:



- For children who do not like tummy time:
 - Start slow and add more time each day
 - Talk or sing to them
 - Provide interesting things to look at or touch
 - Gently touch or massage their arms and legs
 - Place your hand under their chin to help initially support their head and neck
 - Place a rolled towel, blanket, scarf, etc. under their chest

SAFETY CONSIDERATIONS:

- Tummy time should be supervised
- Make sure the play area is safe (small toys pose choking hazard)

HIT THE TARGET

AGE: 0-5yr

NUMBER OF PLAYERS: 1+

MATERIALS:

- Ball or bean bag
- Variety of targets (i.e., hula hoop, rope circle, empty bottles, paper cutouts, wooden blocks, books)

TARGET AREAS:

- Gross Motor Skills
 - Throwing
 - Kicking
 - Swinging
 - Strength
- Coordination
- Hand-Eye Coordination
- Bilateral Hand Use



HOW TO PLAY:

- Set up targets



- Set up a starting marker 3-4 meters away from the targets
- Have child throw the ball or bean bag either overhand or underhand, trying to hit the target

VARIATIONS:

- Can be made into group game
 - Split players into 2 or more teams of equal numbers
 - Teams play until a predetermined number of points or set time
 - The team with the most points at the end of the game or who reaches the point total first wins
- Players can use a stick or cricket bat to roll the ball or bean bag along the ground to hit the target
- Child can roll ball along the ground towards the target using both hands
- Have child roll on the ground to knock down set of empty plastic bottles
- Child can kick a ball towards the targets
- Targets can be numbered
 - Have players hit targets in a particular number pattern (i.e., hit number 1 once, number 2 twice; hit numbers in ascending order)
 - Have players count the total number of points they score
- Paper targets of varying sizes and shapes can be stuck to a wall

ADAPTATION SUGGESTIONS:

Activity:

- Move the starting point closer or further away from the targets
- Give specific throwing instructions (i.e., underhand throw at the red book)
- Use non-dominant hand or leg
- Consider the height and location of the targets for children seated in wheelchairs when setting up

Environment:

- Use larger and brighter coloured targets and balls



- Use a larger or smaller ball to throw
- Use a lighter or heavier ball to throw

Support:

- For children with visual impairments, have them start at the target and walk towards the starting point so that they know how many steps away the targets are
 - Provide clues regarding the accuracy of their throws (i.e., two steps too far)

SAFETY CONSIDERATIONS:

- Ensure no other child or adult is standing in the way before throwing or kicking the ball, bean bag or stick

FREEZE DANCE

AGE: 0-5yr

NUMBER OF PLAYERS: 1+

MATERIALS:

- Music

TARGET AREAS:

Physical

- Gross Motor Skills
 - Body Control
 - Coordination

Emotional

- Creativity
- Imagination
- Self-Expression

Cognitive

- Attention





Play Skills

- Pretend play

HOW TO PLAY:

- Play the music
 - Play music from radio, CD player, smartphone, laptop, or sing the songs aloud
- When the music is playing children are free to dance and move around as they choose
- Stop the music
- When the music is stopped, players must “freeze”; they must hold their position and stay perfectly still until the music starts playing again

VARIATIONS:

- Make it into a competition
 - If a player moves when they are supposed to be frozen, they are out
 - The last player left is the winner

ADAPTATION SUGGESTIONS:

Activity:

- Give players specific movements or situations to act out when the music is playing (i.e., hop like a frog, making dinner)
- Allow child to play from seated position (i.e., dance in chair, wheelchair, seated position on
- floor)
- Have everyone play in a seated position

Environment:

- Make the play area larger to accommodate the use of any mobility devices

Support:

- For children with auditory impairments, give a visual cue when the



music stops and starts

- Dance movements can be taught by tactile modeling for children with visual impairments
- Raise the volume of music for children with hearing impairments
- Lower the volume of music or consider playing softer music (i.e., classical music) for children with sensitivity to auditory input

SAFETY CONSIDERATIONS:

- Ensure children have enough space to move around and they are not over crowded
 - Remove obstacles to avoid collisions
 - Remind children to be aware of their surroundings when they are dancing, swinging their arms, etc., in order to avoid collisions
-

RAINBOW SCATTER

AGE: 0-5yr

NUMBER OF PLAYERS: 1+

MATERIALS:

Medium to large coloured squares (paper, felt etc)

TARGET AREAS:

Physical

- Gross Motor Skills
 - Running
 - Hopping
 - Skipping
- Body Control
- Coordination

Cognitive

- Vocabulary
- Numeracy
- Memory





- Attention

HOW TO PLAY:

- Draw or attach a number, a letter, a shape, and/or a colour word on each square
- Place the squares around the playing area
- Call out a sequence of colours, letters, numbers, or shapes
- Players then move and touch each square in the sequence

VARIATIONS:

- Make it a competition (i.e., the last player to complete the sequence is out; the last player left is the winner)

ADAPTATION SUGGESTIONS:

Activity:

- Call out different ways of moving to the cards (i.e., hopping like a rabbit, skipping, crawling)
- Add in negatives (i.e., touch three squares, but not a red one)
- Increase or decrease the length of the sequence
- Vary the complexity of the sequence (i.e., include numbers only, use letters, colours, and shapes etc.)

Environment:

- Use brightly coloured squares and large print

Support:

- Use the buddy system
 - Allow the child to move with a partner to the squares
- Repeat the sequence 2 time (or more)
- Give letter cues (i.e., move to a square with a letter that is in your name)
- Continue to repeat the sequence as the players are moving between squares

SAFETY CONSIDERATIONS:

- Ensure children have enough space to move around and remind children to be aware of their surroundings when they moving around in order to avoid collisions
- Making duplicates of the squares can give more options so all players are not moving to the same square



CLOUD CATCHING

AGE: 0-5yr

NUMBER OF PLAYERS: 1+

MATERIALS:

- Piece of lightweight fabric (i.e., scarf, tissue, paper towel, handkerchief)

TARGET AREAS:

Physical

- Gross Motor Skills
 - Balance
 - Coordination
 - Body control
 - Hand-Eye Coordination
- Bilateral Hand Use
- Crossing Midline
- Eye movements and visual tracking



Cognitive

- Imagination
- Creativity
- Vocabulary

Play Skills

- Pretend play

HOW TO PLAY:

- Child tosses the material (the cloud) in the air and lets it fall to the ground
- Before the fabric piece hits the ground, the child must catch it using different body parts (i.e., hand, head, knee, back of foot, nose)
 - Option 1: adult calls out a specific body part
 - Option 2: child chooses which body part to use



ADAPTATION SUGGESTIONS:

Activity:

- Be aware of which body part calling out as children with some physical disabilities may be unable to complete the movement
- Allow children with physical disability (i.e. using a walker and cannot stand for prolonged periods of time) to play the game sitting in a chair, on the floor etc.

Environment:

- Use bright coloured fabric piece
- Have a variety of fabric materials available
- Use pictures of the body parts as visuals and reminders
- Provide back and/or trunk support for children with difficulties maintaining a seated position on the floor
 - Ex. player sits with pillow on legs and leans their tummy on the pillow
 - Ex. player sits with their back against the wall
 - Ex. play the game on a table and have children sit on chairs. Ensure the child's feet are supported, either by touching the floor or by placing books underneath their feet. If the chair is too big for the child, you may need to play a pillow behind their back as well

Support:

- Have a caregiver sit behind the child with their legs in a “V” shape to help support children with difficulties maintaining a seated position on the floor
- Use the buddy system
 - One child throws the fabric up into the air while the other catches it before it hits the ground (can take turns)
- Provide physical support to help children maintain balance when standing

SAFETY CONSIDERATIONS:

- Remind children to be aware of their surrounding when playing to



avoid collisions

- Ensure that there is enough space to avoid collisions and to accommodate the use of any mobility devices

WHAT'S IN THE POND?

AGE: 2yr+

NUMBER OF PLAYERS: 1+

MATERIALS:

- Variety of objects (i.e., bean bags, blocks, toys, books, cards etc)
- Rope/Chalk/Hula-hoop

TARGET AREAS:

Physical

- Gross Motor Skills
 - Running
 - Carrying
 - Bending
- Balance
- Coordination
- Speed
- Crossing Midline
- Bilateral Hand Use
- Fine Motor Skills
 - Grasp



HOW TO PLAY:

- Use the rope or chalk to make a start line and place a pile of objects behind the line
- Place a hula-hoop or use rope/string to create a circle several meters away from the start line each player should have their own circle
- When you say “go” each child carries one item at a time from the



start line and places it in their circle

- Players continue running back and forth until all the items are gone, or until a predetermined time is reached

VARIATIONS:

- To make it a group game (relay race style)
 - Divide players into 2 or more equal teams
 - Team members alternate picking up and carrying items to their circle
- Make it a competition
 - The player with the most items in their circle when time runs out is the winner
- After all items are gone from the start line, players must take the items from their circle one at a time and bring them back to the start line
- Can set up pylon cones, empty bottles etc. on the ground- children must weave their way through the obstacles on their way to and from their circle
- Make it a toss game
 - Use bean bags and balls at the start of the game
 - Have children run towards their circle and stop at a predetermined spot (i.e.. 3 meters away)
 - Child must throw the item into their circle and have it land inside the circle before running back to the start line

ADAPTATION SUGGESTIONS:

Activity:

- Pick up and carry items with non-dominant hand
- Give players specific ways they must move (i.e., running, crawling, galloping hopping)
- Give specific objects they must carry
- For children in wheelchairs
 - Allow them to carry the item on their lap to place it in their circle
 - Place items at start line and the circle on a table or bench so that the child can reach while seated in their chair



- Draw lanes using chalk or lay out rope
 - Children must stay between the lines when moving to and from the circle

Environment:

- Increase or decrease the distance between the start line and the circle
- Use bright coloured objects
- Increase or decrease the size of the objects
- Label the objects

Support:

- Use the buddy system
 - One partner carries the item from the start line to the circle
 - They then tag their partner (who waiting at the circle) and then they run back to the start line

SAFETY CONSIDERATIONS:

- Ensure that there is enough space between circles in order to avoid collisions
 - Ensure that there are no obstacles in the way
-



JUMP ROPE

AGE: 4yr+

NUMBER OF PLAYERS: 1+

MATERIALS:

- Skipping Rope (or other long rope, about 7 feet in length)

TARGET AREAS:

Physical

- Gross Motor Skills
 - Jumping
- Balance
- Coordination
- Endurance
- Strength
- Coordination
- Bilateral Hand Use



Cognitive

- Numeracy
- Attention
- Spatial Awareness

Social

- Cooperation

HOW TO PLAY:

- Individual
 - The child holds the end of the rope by the ends, one in each hand
 - Start with the rope held out in front of the body
 - Step over the rope



- Swing arms backward and then forward to swing the rope over his or her head
 - Let the rope hit the ground
 - Jump over the rope
 - Continue to swing arms and repeat
- Pairs
 - One end of rope is tied to a tree, chair, etc.
 - One partner holds the other end of the rope
 - The other partner stands in the middle of the rope and jumps over the rope each time the rope comes around
- Group (3+)
 - With the rope outstretched, one player holds each end of the rope
 - One player is standing in the middle of the rope
 - More than one child can be jumping in the middle depending on the length of the rope
 - The 2 players at the ends swing the rope together in a clockwise direction
 - The player in the middle jumps over the rope each time it comes around

VARIATIONS:

- Double dutch
 - Two long jump ropes are turned in opposite directions
- Other activities that can be done using jump rope
 - With the rope lying flat on the ground
 - Step over the rope; start at one end and walk along the length of the rope with one foot on each side
 - Crawl over the rope; start at one end and crawl along the length of the rope
 - Sit on the ground and “snake” the rope (wiggle it back and forth); snake the rope and have someone jump over it
 - Make a pathway
 - Players have to walk, run, crawl etc. through the



course without touching the rope

- Children in wheelchairs can propel or be pushed through the course
- With the rope being held in the air (one person holding each end)
 - Limbo
 - Have children try to pass under the rope without falling or touching the rope
 - Start with the rope high in the air and progressively lower it towards the ground

ADAPTATION SUGGESTIONS:

Activity:

- Have kids use a hula-hoop in place of a skipping rope
- Child can step (rather than jump) over the rope
- Have players turn the rope with their non-dominant hand
- Have child jump on one leg
- Turn the rope faste
- Do a spin (turn 180 degrees) after every jump
- Have child start with their elbows bent and held up close to their ears- they then move their arms forward to swing the rope
- Have child trying swinging their arms backwards when jumping

Environment:

- Use bright coloured skipping rope

Support:

- Verbally tell the child when to jump
- Jump with the child and verbally cue them to jump

SAFETY CONSIDERATIONS:

- Rope can be a tripping hazard
- Ensure kids have enough space when playing to ensure that they do not hit bystanders when they are swinging the rope



SOCK PUPPET

AGE: 4yr+

NUMBER OF PLAYERS: 1+

MATERIALS:

- Sock
- Buttons/Coins/Googly Eyes/Beads
- Marker
- Hot Glue/Needle and Thread

TARGET AREAS:

Physical

- Fine Motor Skills
 - Strength
 - Dexterity
- Bilateral Hand Use

Emotional

- Self-Expression

Cognitive

- Attention
- Language and Literacy
- Creativity
- Imagination
- Math Skills
- Recognition of Patterns, Shapes, Sizes
- Spatial Relations

Social

- Social Skills
- Social Rules





Play Skills

- Pretend Play
- Dramatic Play

HOW TO PLAY:

- Place sock on hand
- Crease between fingers and thumb will be the mouth
- Make the eyes
 - Option 1: Use the marker to draw where you want the eyes to go
 - Option 2: Use hot glue or needle and thread to attach eyes to sock
- Can provide additional craft materials to add to their sock puppets (i.e, felt/material/paper to make ears, yarn/string to make hair)

VARIATIONS:

- Have child use their sock puppet to enact various stories and experiences
- Provide books for them to act out with their sock puppets
- Allow them share an experience with their puppet
- Can have children create and act out stories together with their sock puppets
- Invite kids to use other craft materials to create props for their story or to collect everyday items to use (i.e., flower)

ADAPTATION SUGGESTIONS:

Activity:

- Give children more time to make their sock puppet
- Provide children with a theme for what they can make (i.e., favourite animal)

Environment:

- Provide bright coloured markers, buttons, beads
- Provide children with step by step visual instructions for how to make the sock puppet



Sensory

Play Skills

HOW TO PLAY:

- Provide children with large blocks of time for unstructured play where they are free to choose to play how they want
- Requires little to no adult direction or intervention
- Ensure children have time for unstructured play indoors and outdoors

ADAPTATION SUGGESTIONS:

Activity:

- Provide child with a variety of toys and materials to play with
- Allow opportunities for risky play activities (i.e., climbing trees, walking along fallen branches,
- building high forts)

Environment:

- Ensure that there is enough space and minimal clutter to allow for use of mobility devices
- Provide back and/or trunk support for children with difficulties maintaining an upright position
 - Ex. player sits with pillow on legs and leans their tummy on the pillow
 - Ex. 1 player sits with their back against the wall
 - Ex. play the game on a table and have children sit on chairs. Ensure the child's feet are supported, either by touching the floor or by placing books underneath their feet. If the chair is too big for the child, you may need to play a pillow behind their back as well

Support:

- Have a caregiver sit behind the child with their legs in a “V” shape to help support children with difficulties maintaining a seated



Support:

- Provide assistance (physical, verbal cuing) to help child make puppet

SAFETY CONSIDERATIONS:

- The small craft items can be a choking hazard for young children
- Children may project their emotions onto the puppet. Provide them with an emotionally safe space to explore their feelings
- Hot glue may cause burns. Supervise and assist children
- Needle is sharp and may cause injury. Supervise and assist children

UNSTRUCTURED PLAY

AGE: 0yr+

NUMBER OF PLAYERS: 1+

MATERIALS:

- Not necessary
- Use existing resources, equipment, and materials (i.e., ball pit, play structure, dolls, blocks, books)

TARGET AREAS:

Physical

- Gross Motor Skills
- Fine Motor Skills
- Bilateral Hand Use
- Crossing Midline

Cognitive

Social

Emotional





position on the floor

SAFETY CONSIDERATIONS:

- Small items or toys may be a choking hazard for young children
- Specific situations, settings, or children will require more careful monitoring or hands on assistance to reduce risk
- Avoid rushing
 - Giving time to allow children to play can increase safety, especially for risky play activities. This helps reduce the risk of accidents
- Adult monitoring or supervision during play can be a good way to increase safety while also allowing kids to engage in some risk taking. However, it is important to still give their kids space and freedom to play

WILL YOU READ TO ME?

AGE: 1-5yr

NUMBER OF PLAYERS: 1+

MATERIALS:

- Picture Book

TARGET AREAS:

Cognitive

- Language
- Memory
- Recall
- Observation
- Literacy
- Numeracy

Social





HOW TO PLAY:

- Have the child choose a picture book that they enjoy
- Look at the cover together and talk about what the story is going to be about
- Have the child tell you the story as you turn the pages together

VARIATIONS:

- Have children create their own stories through pictures only (i.e., drawing, painting)
 - Additional target areas: imagination, fine motor skills, symbolic language
- Have an older child or sibling take on the role of the adult

ADAPTATION SUGGESTIONS:

Activity:

- You select the picture book to read
- For children age 2-3: choose books with simple pictures and familiar objects
- For children age 4-5: choose books with word or sentences that are repeated
- Choose book without words to help child learn to read and tell a story using picture clues
- Use tactile books for children with visual impairments
- Choose a longer or shorter book
- Play activity sitting in a chair, on the floor etc.

Environment:

- Minimize distractions (i.e., noise)
- Provide back and/or trunk support for children with difficulties maintaining a seated position on the floor
 - Ex. player sits with pillow on legs and leans their tummy on the pillow
 - Ex. player sits with their back against the wall
 - Ex. play the game on a table and have children sit on chairs. Ensure the child's feet are supported, either by touching the floor or by placing books underneath their feet.



If the chair is too big for the child, you may need to play a pillow behind their back as well

Support:

- Have a caregiver sit behind the child with their legs in a “V” shape to help support children with difficulties maintaining a seated position on the floor
- For children with cognitive or intellectual disabilities, spend more time on each page
- For children with visual impairments, verbally describe the pictures to them

SAFETY CONSIDERATIONS:

- None

RHYME TIME

AGE: 4yr+

NUMBER OF PLAYERS: 1+

MATERIALS:

- Separate pairs of rhyming picture cards

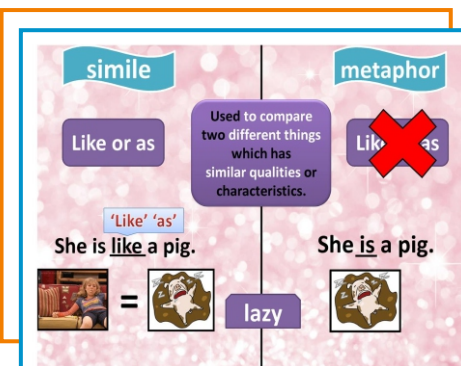
TARGET AREAS:

Physical

- Fine Motor Skills
 - Dexterity
 - Manipulation

Cognitive

- Literacy
- Phonological Awareness



HOW TO PLAY:

- Separate the pairs of rhyming cards into two piles face down on a



table or the floor (“Rhyme” and “Time”)

- Child turns over a card from each pile and says the picture word out loud
- If the words are a match (i.e., they rhyme), the child says “rhyme time” and they get to keep the pair
- If the words are not a match (i.e., they do not rhyme), the child returns the cards randomly to their appropriate pile
- Child continues until all the matches are made

VARIATIONS:

- Have the child draw the pictures of the rhyming words before matching them
- Make it a game
 - Two players take turns trying to match the rhyming picture cards
 - The player with the most pairs at the end is the winner
- Have child illustrate or say verbally a third picture after matching the two rhyming picture cards

ADAPTATION SUGGESTIONS:

Activity:

- Use pictures instead of words for younger children, lower level readers, or those with cognitive or intellectual disabilities
- Use written words for older kids or more advanced learners

Environment:

- Minimize distractions (i.e., noise)
- Use large pictures or words
- Use bright coloured pictures or words
- Provide back and/or trunk support for children with difficulties maintaining an upright position when seated in a chair or on the floor
 - Ex. player sits with pillow on legs and leans their tummy on the pillow
 - Ex. player sits with their back against the wall
 - Ex. play the game on a table and have children sit on chairs. Ensure the child's feet are supported, either by



touching the floor or by placing books underneath their feet. If the chair is too big for the child, you may need to play a pillow behind their back as well

Support:

- Have a caregiver sit behind the child with their legs in a “V” shape to help support children with difficulties maintaining a seated position on the floor
- Assist the child in flipping the cards from the piles

SAFETY CONSIDERATIONS:

- None

KANNAMOOCHI (HIDE AND SEEK)

AGE: 2yr+

NUMBER OF PLAYERS: 2+

MATERIALS:

- Space to hide

TARGET AREAS:

Physical

- Gross Motor Skills
 - Jumping
- Balance
- Coordination
- Endurance
- Strength
- Coordination

Cognitive

- Numeracy
- Attention
- Spatial Awareness





Social

- Cooperation

HOW TO PLAY:

- One player (Player 1) is “it”
- Player 1 closes their eyes and counts from 1-10. When player 1 is counting, the other players try to hide behind objects in the surrounding area. When Player 1 is finished counting, player 1 calls out “ready or not, here I come!” and then proceed to look for the other players
- The game ends when all players have been found. The first player to be found becomes “it” next round

VARIATIONS:

- Hide and Go Seek Tag
 - All Players agree on an object as “home base”
 - Once players touch home base, they are “safe” from players that are “it”.
 - Players must reach home base during the game in order to win
 - One player (Player 1) is “it”
 - Player 1 closes their eyes and counts from 1-10. When player 1 is counting, the other players try to hide behind objects in the surrounding area. When Player 1 is finished counting, player 1 calls out “ready or not, here I come!” and then proceed to look for the other players
 - If player 1 finds another play, they need to tag the other player by tapping them
 - The player that has been tapped now also becomes “it” and must help player 1 find the other players. The other players try to run to home base without being caught by players that are “it”
- Peek-A-Boo
 - For younger children
 - Facing the child, place your hands in front of you face



- Then remove hands from blocking your face and say “Peek-A-Boo”

ADAPTATION SUGGESTIONS:

Activity:

- Walking only rule
- No climbing rule

Environment:

- Play in a smaller space
- Play on a playground
- Have visual cue for countdown
- Use bright tape to outline play area

Support:

- Use the buddy system
 - Players that need help being “it” can have an adult help them or have 2 children be “it” and work as a team

SAFETY CONSIDERATIONS:

- Supervise children while playing the game
 - Some hiding spots may be dangerous
 - Risk of falling if children climb to find a hiding spot
 - Risk of children getting lost if playing in a large area. Make sure to outline boundaries for children to stay within while playing the game (ex. stay on the playground)
-



NONDI (HOP SCOTCH)

AGE: 3yr+

NUMBER OF PLAYERS: 1+

MATERIALS:

- Coin or stone
- Chalk
- Flat surface

TARGET AREAS:

Physical

- Hand Eye Coordination
- Balance
- Strength
- Gross Motor Skills
 - Jumping
- Fine Motor Skills
 - Grasp

Cognitive

- Attention
- Numeracy

Social

- Turn Taking
- Conflict Resolution

HOW TO PLAY:

- Players will draw nondi grid with numbers 1-10 on flat surface using chalk
- Player 1 will throw coin/stone onto the grid
- Player 1 will jump on the squares to reach the coin/stone, using 1 foot for individual squares and 2 feet when 2 squares are paired





together

- Player 2 will take their turn
- Players will miss their turn if they throw the stone/coin outside of the grid

VARIATIONS:

- Players take turns hopping through the grid (numbers 1-10)
- No coin/stone used
- Players hop through the grid (numbers 1-10) and back (number 10-1)
- Players hop through the grid (numbers 1-10) facing forward and back (numbers 10-1) facing backwards
- Put colours or letters in the squares to help children with colour or letter identification

ADAPTATION SUGGESTIONS

Activity:

- 2 feet hop throughout
- Walk through the grid

Environment:

- Use bright colours
- Smaller grid for smaller jumps
- Bigger squares (easier to land coin/stone in the square)
- Draw grid on a darker surface to increase contrast and help with visibility

Support:

- Hold the child's hand as they jump throughout the grid

SAFETY CONSIDERATIONS:

- Small stones/coins may be a choking hazard
- Tripping hazard. Ensure proper footwear is worn and grid is on a flat surface



LUDO

AGE: 8yr+

NUMBER OF PLAYERS: 2

MATERIALS:

- Dayakattai Dice (Daayam and Daala)
- 6 coins/game pieces per player

TARGET AREAS:

Physical

- Fine Motor Skills
 - In-Hand Manipulation
 - Pinch Grip
- Crossing Midline

Cognitive

- Numeracy
- Decision Making
- Planning
- Problem Solving

Social

- Turn Taking
- Conflict Resolution



HOW TO PLAY:

- Each player starts with six coins/chips in the center of the game board (called “home”)
- Players take turns rolling the Dayakattai. When a player rolls a Dayam (0 on one die and 1 on another), that player moves their piece one space, rolls again and advances their piece by the number indicated by the dice
- Players must move all the pieces out of the home



- Daayam must be rolled for each player to move out of home
- Then pieces advance first along the side of the player and then in a clockwise direction
- Players get to roll again when they roll a 1, 5, 6 or 12 (two 0's)
- The numbers rolled can be distributed among the player's pieces
 - Ex. if a player rolls 6, 11 and 2, they can
 - Move one piece 6, one piece 11 and one piece 12
 - Move one piece 17, one piece 12, 1 piece 0
 - Move on piece 29, 2 pieces 0
- When a piece lands on the same spot as another piece, it can cut that piece. A "cut" piece is sent home
- If a piece is in a safe zone (marked by an "X") it cannot be cut
- After completing one lap, a piece starts to move up the outer edge of the right side of its owner's leg of the game board
- The piece now stays on the corners instead of the spaces
- The piece needs to move the exact number of spaces to get to the center of the board. While at the corner of the home, a piece can be cut by another piece getting to the corner of its home
- Players win by getting all of their pieces back to the center of the board

ADAPTATION SUGGESTIONS:

Activity:

- Modify rules (fewer cuts) play with 1 die
- Use larger objects as game pieces

Environment:

- Ensure that there is enough space and minimal clutter to allow for use of mobility devices
- Play the game on the table to allow children with fine motor difficulties to pick up game pieces by dragging them to the table edge instead of using pincer grip
- Provide back and/or trunk support for children with difficulties maintaining an upright position
 - Ex. player sits with pillow on legs and leans their tummy on



the pillow

- Ex. 1 player sits with their back against the wall
- Ex. play the game on a table and have children sit on chairs. Ensure the child's feet are supported, either by touching the floor or by placing books underneath their feet. If the chair is too big for the child, you may need to play a pillow behind their back as well

Support:

- Have a caregiver sit behind the child with their legs in a “V” shape to help support children with difficulties maintaining a seated position on the floor

SAFETY CONSIDERATIONS:

- Small game pieces may be a choking hazard
-



AADU PULI AATAM

AGE: 8yr+

NUMBER OF PLAYERS: 2

MATERIALS:

- Board/chart with pyramid like maze and exact partitions
- Unique coins to differentiate tiger (3 coins) and goat (15 coins)

TARGET AREAS:

Physical

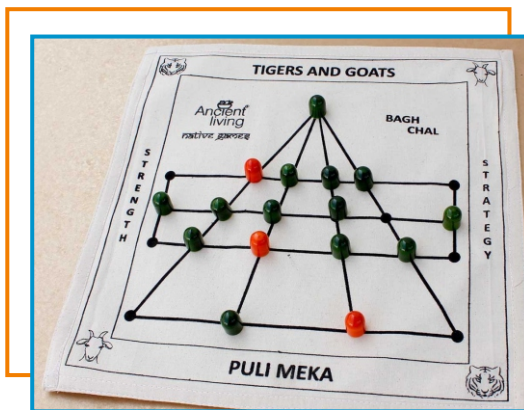
- Fine Motor
 - Pinch Grip
 - In-Hand Manipulation
- Crossing Midline

Cognitive

- Memory
- Attention
- Observation
- Problem Solving

Social

- Team Work
- Turn Taking
- Conflict Resolution



HOW TO PLAY:

- Player 1 controls 3 tigers
- Player 2 controls 15 goats
- Tigers try to hunt the goats
- The goats try to block the tiger's moves
- The game starts with 1 tiger in the apex and the other 2 tigers placed in the boxes next to the apex
- Coins must move/be placed at intersection points of columns



along the grid in numerical order.

- If the player's game piece lands on the bottom of a ladder, they must climb up the ladder and place the game piece at the top of the ladder
- If the player's game piece lands on the snake, the player should move their game piece down the snake to where the tail ends
- First player to reach the 100 square wins

VARIATIONS:

- Player gets an extra turn if they roll 1, 5 or 6
- If a player rolls a 6 three times in a row, they return to square 1 (starting space) and must stay there until they roll another 6

ADAPTATION SUGGESTIONS:

Activity:

- Bigger game pieces
- Larger print numbers
- Use non-dominant hand

Environment:

- Play the game on the table to allow children with fine motor difficulties to pick up game pieces by dragging them to the table edge instead of using pincer grip
- Minimize distractions (i.e., noise)
- Provide back and/or trunk support for children with difficulties maintaining an upright position when seated in a chair or on the floor
 - Ex. player sits with pillow on legs and leans their tummy on the pillow
 - Ex. player sits with their back against the wall
 - Ex. play the game on a table and have children sit on chairs. Ensure the child's feet are supported, either by touching the floor or by placing books underneath their feet. If the chair is too big for the child, you may need to play a pillow behind their back as well



- The game starts once a goat is placed on a free intersection
- A tiger can capture any goat by moving to an adjacent free position
- Tigers can only capture 1 goat at a time. Each tiger's goal is to capture 5 goats
- Goats can only move once all 15 goats have been placed
- Goats can encircle the tiger and block it from moving
- The game ends when the tigers eat up all the goats or the goats successfully block the tigers from moving

ADAPTATION SUGGESTIONS:

Activity:

- Bigger objects to replace coins

Environment:

- Brightly coloured game pieces
- Minimize distractions (i.e., noise)
- Play the game on the table to allow children with fine motor difficulties to pick up game pieces by dragging them to the table edge instead of using pincer grip
- Provide back and/or trunk support for children with difficulties maintaining a seated position on the floor
 - Ex. player sits with pillow on legs and leans their tummy on the pillow
 - Ex. player sits with their back against the wall
 - Ex. play the game on a table and have children sit on chairs. Ensure the child's feet are supported, either by touching the floor or by placing books underneath their feet. If the chair is too big for the child, you may need to play a pillow behind their back as well

Support:

- Have a caregiver sit behind the child with their legs in a “V” shape to help support children with difficulties maintaining a seated position on the floor
- Use hand over hand to help children move game pieces
- Have 1 player move all pieces



SAFETY CONSIDERATIONS:

- Small game pieces may be a choking hazard

PARAMAPATHAM (SNAKES AND LADDERS)

AGE: 4yr+

NUMBER OF PLAYERS: 1+

MATERIALS:

- Snakes and ladders board
- Game pieces (ex. coins, stones, seeds, shells)

TARGET AREAS:

Physical

- Fine motor
 - Dexterity
 - Manipulation
- Crossing Midline

Cognitive

- Numeracy
- Attention

Social

- Turn Taking
- Conflict Resolution



HOW TO PLAY:

- Players take turn rolling dice
- Players move their game piece along the grid by the amount they rolled on the dice.
- The grid is labelled with numbers 1-100 and players must move



Support:

- Have a caregiver sit behind the child with their legs in a “V” shape to help support children with difficulties maintaining a seated position on the floor

SAFETY CONSIDERATIONS:

- Small game pieces may be a choking hazard

KHO KHO

AGE: 8yr+

NUMBER OF PLAYERS: 24

MATERIALS:

- Open space
- Two poles on either end of open space

TARGET AREAS:

Physical

- Gross Motor Skills:
 - Dodging
 - Running
 - Tagging
- Flexibility
- Endurance
- Coordination



Cognitive

- Concentration
- Planning

Social

- Leadership
- Teamwork



- Motivation

HOW TO PLAY:

- Each match has 2 innings, 9 minutes each
- Each team has 12 players: 9 people sit on their knees in a row in the middle of the court and facing opposite directions, 3 people are runners
- Runners play in the field, 3 at a time
- The team to touch all the opponents in the field the fastest wins
- Other team has chasers
- Runners are allowed to go between two sitting players
- Chasers are only allowed to run in one direction until they run around the pole on the edge of the field
- Chasers may cross over to the other side when reversing directions by going around the pole
- If a runner is out, they must go in the sitting box from the lobby
- If incomplete match happens, the match does not count and must be replayed from the beginning

ADAPTATION SUGGESTIONS:

Activity:

- Sitting instead of crouching
- Walking instead of running
- Decrease the length of each inning

Environment:

- Increase or decrease the size of the playing area

Support:

- Use the buddy system
 - Allow two players on the same team to run together, both players must be tagged before they are out

SAFETY CONSIDERATIONS: Remind players to be careful when tagging opponents



GILLI DANDA

AGE: 5yr+

NUMBER OF PLAYERS: 2

MATERIALS:

- Large stick (Danda)
- Small stick (Gilli)
- Open space

TARGET AREAS:

Physical

- Hand eye coordination
- Strength
- Gross Motor
- Jumping
- Running
- Bilateral Hand Use

Cognitive

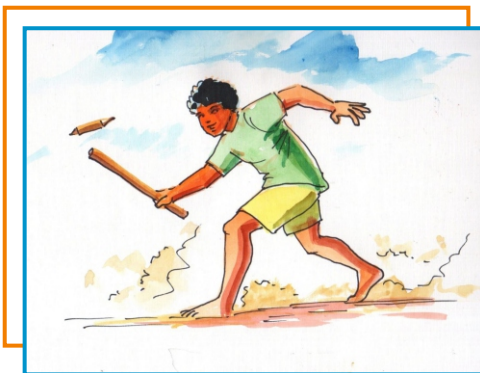
- Attention
- Numeracy

Social

- Turn Taking
- Conflict Resolution
- Team Building
- Communication Skills

HOW TO PLAY:

- Players stand in a small circle
- Player 1 (striker) leans the gilli against a stone (one end in air, one end on ground)
- The striker then uses the Danda to hit the raised end of the gilli which flips it into the air





- While the gilli is in the air, the striker hits it with the danda, trying to hit the gilli as far as possible
- The striker then has to run and touch a previously agreed upon point outside of the circle before the other players (fielders) retrieve the gilli
- If the striker is successful, they get one point
- If the fielders catch the gilli before player 1 strikes it, player 1 is out
- If the gilli lands on the ground, the fielder closest to the gilli has one chance to hit the danda with a throw
- The danda has to be placed on top of the circle used
- If the fielder is successful, the striker is out
- If the striker fails to hit the gilli 3 times, they are out

ADAPTATION SUGGESTIONS:

Activity

- Throw ball in the air and hit it with Danda or with hand

Environment:

- Play in a small space to decrease running time
- Paint the sticks different colours

Support:

- Play on teams
- Hand over hand when using danda to hit gilli

SAFETY CONSIDERATIONS:

- Children should stand behind the striker to avoid getting hit by the gilli
- Tripping hazard. Play on a flat surface



SENSORY EXPLORATION ACTIVITIES

AGE: 0-3yr

NUMBER OF PLAYERS: 1

TARGET AREAS:

Physical

- Fine Motor Skills:
 - Grip
- Bilateral Hand Use

Sensory

- Touch
- Smell
- Taste
- Sound
- Vision



TOUCH BOX

Sense of Touch

MATERIALS:

- Box or bin
- Different textured papers/materials

HOW TO PLAY:

- Place different textures/materials around the inner walls of the box
- Place the child in the box and allow them to touch the different textures



ADAPTATION SUGGESTIONS:

Activity:

- Textures like velcro may be overwhelming to sensory sensitive children. Use similar textures like cloth with different thread counts for sensitive children



SOUND MAKERS

Sense of Sound

MATERIALS:

- Plastic bottle
- Rice, beans, strokes, sand, paperclips, beads, buttons

HOW TO PLAY:

- Shake the bottles for the child or have the child shake the bottles and hear the sound it makes

ADAPTATION SUGGESTIONS:

Activity

- Smaller size bottle (easier to grip)



SAFETY CONSIDERATIONS:

- Supervise the child
 - Make sure the child does not open the bottle or ingest small pieces
 - Consider sealing the lid with glue

SMELLY CUPS

Sense of Smell

MATERIALS:

- Cups
- Cotton balls
- Scents (lemon extract, coffee beans, floral perfumes, mint)

HOW TO PLAY:

- Place a cotton ball with a scent in the bottom of cup
- Ask children to tell you the name of the smell
- If they don't know the smell, ask them if they like the smell or not



SAFETY CONSIDERATIONS:

- Allergy considerations and sensitivities to smell



THE TASTE TEST

Sense of Taste

MATERIALS:

- 2 different snacks

HOW TO PLAY:

- Child tastes both snacks, ask which one they like better
- Child tastes both snacks, ask which one is sweet? Which one is salty?



ADAPTATION SUGGESTIONS:

Activity:

- For sensory sensitive children, consider presenting two similar snacks with only slight changes
 - Ex. bread toasted and untoasted
 - Ex. different flavour chips with the same textures

SAFETY CONSIDERATIONS:

- Food acts as a choking hazard. Supervise child during this activity
- Proper posture can reduce choking hazard. Have the child sit on a chair, feet supported, desk in front of them
- If the child has a limited food repertoire (picky eater), do not use foods that they are OK with eating. Pairing a food they like with a new food/dislike food may make the child dislike the food that they originally liked

COLOUR AREAS

Sense of Vision

MATERIALS:

- Pieces of paper, all different colours

HOW TO PLAY:

- Show the child piece of paper in 1 colour (ex. red paper)
- Ask child to find objects in the room that match that colour





ADAPTATION SUGGESTIONS:

Activity:

- Have child match red paper to another red paper instead of objects in the room
- Place objects in front of the child and ask them to match to the designated colour

REPRESENTATIONAL OBJECTS

AGE: 3-5yr

NUMBER OF PLAYERS: 1+

MATERIALS:

- Puzzles
- Blocks

TARGET AREAS:

Physical

- Fine Motor Skills
- Gross Motor Skills
- Bilateral Hand Use
- Crossing Midline

Cognitive

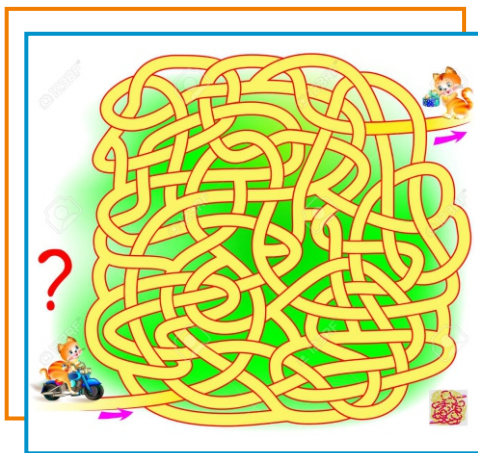
- Identify Objects
- Compare and Contrast
- Objects

Emotional

- Project Emotions
- Process Feelings

HOW TO PLAY:

- Allow child to play with puzzles or blocks to build fine motor skills
- Teachers/parents play with children to facilitate learning
- Younger preschoolers: block tower and knock tower over
- Older preschoolers: build using blocks or use blocks as a prop (ex. as a phone)





ADAPTATION SUGGESTIONS:

Activity:

- Puzzles with handle for children with fine motor difficulties
- Number of puzzle pieces (ex. fewer pieces for children with difficulties concentrating or difficulties understanding that the puzzle pieces make a picture when put together)
- Bigger puzzle pieces for children with fine motor difficulties
- Larger blocks for children with fine motor difficulties
- Blocks that connect to make building towers easier

Environment:

- Minimize distractions (i.e., noise)
- Provide back and/or trunk support for children with difficulties maintaining an upright position
 - Ex. player sits with pillow on legs and leans their tummy on the pillow
 - Ex. 1 player sits with their back against the wall
 - Ex. play the game on a table and have children sit on chairs. Ensure the child's feet are supported, either by touching the floor or by placing books underneath their feet. If the chair is too big for the child, you may need to play a pillow behind their back as well.

Support:

- Have a caregiver sit behind the child with their legs in a “V” shape to help support children with difficulties maintaining a seated position on the floor

SAFETY CONSIDERATIONS:

- Handles on puzzles become loose over time
 - Small puzzle pieces or blocks present a choking hazard
-



THE ANIMAL WORLD

AGE: 5-8yr

NUMBER OF PLAYERS: 1+

MATERIALS:

- Crayons
- Paper
- Print images of different animals
- Different colour construction paper cut into different shapes
- Glue
- Scissors

TARGET AREAS:

Physical

- Fine Motor Skills
 - Grip
 - Colouring
 - Pasting
- Bilateral Hand Use



Cognitive

- Language development
- Identify animals, colours, and shapes
- Creativity
- Attention

HOW TO PLAY:

- Activity 1:
 - Read a book about animals
 - Ask children to share examples of the shapes they saw in the book. What animals have circles? What body parts are rectangles?
- Activity 2:



- Talk to children about their favourite animals and the colour of animals
 - Why do birds have bright feathers? How do animals use colour to stay hidden?
- Activity 3:
 - Print larger pictures of animals
 - Talk about the colour and shapes in each animal
 - Have students colour in animals
 - Have students draw/trace animals and animals habitat
- Activity 4
 - Use different sized construction paper shapes to create animals
 - Have students cut out the shapes
- Activity 5:
 - Ask students to share their artwork and talk about the colours and shapes used

ADAPTATION SUGGESTIONS:

Activity:

- Thick markers/crayons make it easier to grip
- Use adapted equipment (i.e., adapted scissors)
- Children with fine motor difficulties can trace instead of draw
- Print out large pictures and shapes

Environment:

- Minimize distractions (i.e., noise)
- Provide back and/or trunk support for children with difficulties maintaining an upright position when seated in a chair or on the floor
 - Ex. player sits with pillow on legs and leans their tummy on the pillow
 - Ex. player sits with their back against the wall
 - Ex. play the game on a table and have children sit on chairs. Ensure the child's feet are supported, either by



touching the floor or by placing books underneath their feet. If the chair is too big for the child, you may need to place a pillow behind their back as well

Support:

- Have a caregiver sit behind the child with their legs in a “V” shape to help support children with difficulties maintaining a seated position on the floor
- Provide hand over hand assistance to help with using scissors

SAFETY CONSIDERATIONS:

- Supervise children when using scissors, glue and crayons. Children may try ingest glue and crayons
- Paper cuts

INDOOR PLAYGROUND

AGE: 0-1yr

NUMBER OF PLAYERS: 1

MATERIALS:

- Blanket
- Toys (different colours, sizes, textures, and sounds hold the child's interest for longer)



TARGET AREAS:

Physical

- Eye, Hand and Foot Movements
- Fine Motor Skills
 - Grasp Objects
- Gross Motor Skills
 - Reaching
- Strength



- Bilateral Hand Use
- Crossing Midline

Cognitive

- Attention
- Learning Through Exploration

Sensory

- Explore Toys Using Different Senses (sound, touch, sight)

HOW TO PLAY:

- Place baby on the blanket on their tummy or back
- Place toys around the baby to encourage reaching for the toys
- Can also encourage the baby to roll over at later stages

ADAPTATION SUGGESTIONS:

Activity:

- Bigger toys
- Softer toys
- Toys of different colours and textures
- Toys that make sounds

Support:

- Place your hand under their chin to help Initially support their head and neck
- Place a rolled towel, blanket, scarf, etc. under their chest

SAFETY CONSIDERATIONS:

- Small toys may be choking hazard
 - Supervise baby to ensure they stay on the play blanket
-



ROUND THINGS ROLL

AGE: 1-3yr

NUMBER OF PLAYERS: 2+

MATERIALS:

- Ball

TARGET AREAS:

Physical

- Hand-Eye Coordination
- Strength
- Gross Motor Skills:
 - Roll Ball
- Sitting Posture
- Balance
- Bilateral Hand Use
- Crossing Midline

Cognitive

- Attention

Social

- Turn Taking
- Eye Contact

HOW TO PLAY:

- Sit across from child
- Both child and adult sit with legs in “V” shape
- Roll ball to child and have the child catch the ball
- If child is able, have child roll ball back

VARIATIONS:

- Bounce the ball





- Throw the ball

ADAPTATION SUGGESTIONS:

Activity:

Use a bigger ball to make it easier

Use a softer ball

Change speed of rolling the ball

Have two children roll ball to each other

Environment:

- Use colourful ball

Support:

- Help the child maintain a seated position by placing the child against a wall or by having another person sit behind the child
- Sit in “V” shape to keep the ball from rolling off

SAFETY CONSIDERATIONS:

- Ensure the child has the strength to safely maintain a seated position
-



OUTDOOR DISCOVERY

AGE: 1-3yr

NUMBER OF PLAYERS: 1+

MATERIALS:

- Outdoor Space
- Can use rhyme/song to go with actions

TARGET AREAS:

Physical

- Gross Motor Skills
 - Reaching
 - Crouching
 - Jumping
 - Running
 - Crawling

Cognitive

- Imitation
- Attention
- Language



HOW TO PLAY:

- Read exploring outdoors action rhyme with the child
- Act out the actions in the rhyme and have the child follow you
- You can also make up your own action rhyme

Exploring Outdoors Action Rhyme

Reach up high to touch the sky (reach up)

Crouch down low to watch grass grow (crouch down)

Crawl around to feel the ground (crawl and touch)

Run so fast across the grass (run)

Look for planes, but watch for rain! (lie down on the grass and gaze into the



sky)

ADAPTATION SUGGESTIONS:

Activity:

Modify the actions to the child's physical abilities

Environment:

- Provide pictures of the actions

SAFETY CONSIDERATIONS:

- Supervise child
 - Set boundaries in the outdoor space to ensure safety
-

SIMON SAYS

AGE: 3yr+

NUMBER OF PLAYERS: 2+

MATERIALS:

- Open Room

TARGET AREAS:

Physical

Gross Motor Skills

- Jumping
- Crouching
- Bending
- Marching

Cognitive

- Imitation
- Attention





- Following Instructions
- Memory
- Language

Social/Emotional

- Identify Emotions on Others

HOW TO PLAY:

- Player 1/caregiver says the phrase “simon says” and then says and demonstrates an action
 - Ex. Simon says touch your head.
 - Ex. Simon says jump up and down
- When Player 1 is finished, the remaining players must perform the action
- If player one just states an action without saying “simon says” then the other players should not do the action
 - Ex. Player 1 says “jump up and down”. Other players stand still
 - Ex. Player 1 says “Simon says jump up and down”. Other players jump up and down
- If Player 1 does not say Simon says and the other players do the action, the other players are out

ADAPTATION SUGGESTIONS:

Activity:

- No elimination or give multiple “lives” or chances (i.e., give 2 chances before being out)
- Add two actions or more in a row
- Play seated and do hand gestures for simon says

Environment:

- Use visual cues (pictures and modelling)
- Display written copy of what simon says (ex. Hold up sign saying "simon says jump up and down")
- Play in a room with fewer distractions versus a busy outdoor



environment

- Provide back and/or trunk support for children with difficulties maintaining an upright position
 - Ex. player sits with pillow on legs and leans their tummy on the pillow
 - Ex. 1 player sits with their back against the wall
 - Ex. play the game on a table and have children sit on chairs. Ensure the child's feet are supported, either by touching the floor or by placing books underneath their feet. If the chair is too big for the child, you may need to play a pillow behind their back as well

Support:

- Help the child maintain a seated position by placing the child against a wall or by having another person sit behind the child

SAFETY CONSIDERATIONS:

- None
-



SIMPLE CARD GAMES

AGE: 5-8yr

NUMBER OF PLAYERS: 1+

MATERIALS:

- Standard deck of playing cards

TARGET AREAS:

Physical

- Fine Motor Skills:
 - Grip
- Gross Motor Skills
 - Reach
- Crossing Midline (Matching Game)
- Bilateral Hand Use

Cognitive

- Memory
- Numeracy
- Attention
- Matching

Social

- Turn Taking
- Problem Solving



HOW TO PLAY:

- Matching Game
 - Version 1: All cards face up
 - Match by number, by colour or by suit
 - Version 2: Separate the Ace, 2, 3, 4, 5 of hearts and Ace, 2, 3, 4, 5 of diamonds
 - Shuffle the cards



- Place the cards face down
- 2 players
- Players take turns flipping up two cards at a time and trying to find two matching numbers.
- Go Fish
 - The goal of the game is to make as many matches by number as possible
 - Each player has 5 cards in their hand
 - The rest of the cards are in 1 pile in front of the players
 - Player 1 asks another player of their choice for a card that will help them make a match or draws a card from the pile
 - If the other player does not have the card that player one asked for, they say “go fish”
 - Player one then picks up card from the center and their turn is over
 - If a match is made, the player gets another turn
 - When the center pile no longer has any cards, the game is over
 - The player with the most matches wins

ADAPTATION SUGGESTIONS:

Activity:

- Reduce the number of cards being used
- Focus on matching colours, then suits, then numbers
 - Ex. red paper and black paper
 - Ex. draw heart, spade, club and diamond on a piece of paper and have the child sort by suit
- Use adapted playing cards

Environment:

- Use visual cues
- Provide written instructions for how to play
- Play the game on the table to allow children with fine motor difficulties to pick up cards by dragging them to the table edge



instead of using pincer grip

- Use a card holder
- Provide back and/or trunk support for children with difficulties maintaining a upright position when seated in a chair or on the floor
 - Ex. player sits with pillow on legs and leans their tummy on the pillow
 - Ex. player sits with their back against the wall
 - Ex. play the game on a table and have children sit on chairs. Ensure the child's feet are supported, either by touching the floor or by placing books underneath their feet. If the chair is too big for the child, you may need to place a pillow behind their back as well

Support:

- Have a caregiver sit behind the child with their legs in a “V” shape to help support children with difficulties maintaining a seated position on the floor
- Provide hand over hand assistance to help child to pick up or flip the cards

SAFETY CONSIDERATIONS:

- None
-



OCTOPUS

AGE: 5yr+

NUMBER OF PLAYERS: 5+

MATERIALS:

- Big Open Space

TARGET AREAS:

Physical

- Gross Motor Skills:
 - Running
 - Dodging
 - Reaching
 - Jumping
 - Tagging



Cognitive

- Attention
- Problem Solving
- Planning

Social

- Conflict Resolution
- Teamwork

HOW TO PLAY:

- 2 teams
 - Team 1: players have to run across an open space to the other side without getting tagged
 - Team 2: 1-2 players are “the octopus” and have to tag team 1 players as they try to run to the other side
- Team 2 will yell “octopus” cueing team 1 to begin running to the



other side. Once the all players have reached the other side of the space, team 2 will yell octopus again and team 1 will run back to the other side

- If a team 1 player is tagged, they become a seaweed and are now part of team 2.
- A seaweed must sit down where they were tagged and use only their arms to tag the remaining players on team 1
- The game ends if the last player on team 1 is able to get across without being touched or if team 2 is able to tag all the players

VARIATIONS:

- If a member of team 2 has been tagged and has now become a seaweed, other members of team 2 can "save" their teammate by giving them a high five as they run across the playing field and try to avoid being tagged
- If a sitting seaweed gets high fived, they can join team 2 again as if they have not been tagged

ADAPTATION SUGGESTIONS:

Activity:

- Instead of yelling octopus, have team 2 players shake their hands beside their head to signal to
- team 1 that they should run. This accommodates for children sensitive to loud noises
- Use a soft object (ex. pillow) to tag opponents
- Walking only rule
- Have children practice different motor skills in place of running (i.e., hopping, crawling)

Environment:

- Use bright tape or chalk to clearly mark the playing area

Support:

- Use the buddy system
 - Allow two players on the same team to run together, both players must be tagged before they are out



- Allow another player on the child's team to run part way and they run the rest of the way




SAFETY CONSIDERATIONS:





- Remind players to be careful when tagging opponents
 - Tripping hazard, make sure to play on a flat surface
-




Age-Appropriate Toys

Toys for children – till one year:



Toys Year 1	Hearing	Cognitive	Physical
<p>Light toys (glowing toys)</p> 	<p>No adaptation needed. Good for use.</p>	<p>No adaptation needed.</p>	<p>If the toy requires a physical movement for the light to turn on, make sure that movement is possible with the child. Ex: if you must push a button with a child with difficulties with upper limb might be difficult. Consider toys with more accessible and larger buttons. If the toy requires grasping, consider using a cuff.</p>
<p>Sound producing toys (squeeze, rattles)</p> 	<p>Learning to listen sounds figurines (I.e. animals or transportation)</p>	<p>No adaptation needed.</p>	<p>If the toy requires a physical movement to produce sound, make sure that movement is possible with the child. Ex: if you must push a button with a child with difficulties with upper limb might be difficult. Consider toys with more accessible and larger buttons. If the toy requires grasping, consider using a cuff.</p>
<p>Moving toys</p> 	<p>No adaptation needed. Good for use.</p>	<p>No adaptation needed.</p>	<p>1-If upper limbs are affected, consider using toys that stimulate the lower limb such as a jolly jumper swing. Stimulate the upper limbs by promoting big movements such as reaching, grabbing, extending. 2. If lower limbs are affected, increase supervision with certain toys. Child might be limited in their abilities to crawl and climb. Using the child walker would be delayed.</p>




<p>Balls</p> 	<p>No adaptation needed. Good for use. (Could use different textured balls with different colors)</p>	<p>No adaptation needed.</p>	<p>Consider enclosing the area of play to limit the distance that the ball can go based on the child's physical abilities. Difficulty grasping: Consider pushing the ball, using a lighter ball, using a smaller ball, or using both hands, using a textured ball. Difficulty with arm movement to throw or push consider using the legs, using a lighter ball.</p>
<p>Teether toys (animals, keys, etc..)</p> 	<p>No adaptation needed. Good for use.</p>	<p>No adaptation needed.</p>	<p>Upper limb difficulties: The child might have difficulty bringing the teether to its mouth. Using a cuff or an elastic to tie the toy to the child's wrist could help.</p>
<p>Stuffed animals</p> 	<p>No adaptation needed. Good for use.</p>	<p>No adaptation needed.</p>	<p>Playing with this toy could be limited by the ability to hold the toy. Limited grasp strength should be considered. Make sure the stuffed animal has an easy gripping portion (arm or leg) that the child can hold and that it is not too heavy.</p>
<p>Cube blocks</p> 	<p>No adaptation needed. Good for use.</p>	<p>Cognitive difficulties could lead to a limitation in problem solving on how to stack the cubes or what to make with them. This can limit the length with which they play with the blocks or how they play with them.</p>	<p>Fine motor difficulties: This toy could be difficult if the child has grasping difficulties, reduced wrist movements, or reduced upper limb movements. Adaptations: Use bigger blocks for fine motor difficulties to use both hands for grasp. Use lighter blocks to simplify lifting the blocks.</p>








<p>Baby Dolls</p> 	<p>No adaptation needed. Good for use.</p>	<p>No adaptation needed.</p>	<p>Grasping of making the dolls move could be difficult. Playing with a parent could be an adaptation.</p>
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Toys for children – till two year:

Toys Year 2	Hearing	Cognitive	Physical
<p>Building blocks</p> 	<p>No adaptation needed. Good for use.</p>	<p>Difficulty with problem solving and understanding gravity might limit their ability to play with building blocks or how to use them. Adapting to simpler blocks used to build simple shapes like triangles, stacks, rectangles and so on...</p>	<p>Fine motor difficulties: This toy could be a difficult if the child has grasping difficulties, reduced wrist movements, or reduced upper limb movements. Adaptations: Use bigger blocks for fine motor difficulties to use both hands for grasp. Use lighter blocks to simplify lifting the blocks.</p>
<p>Stacking rings/cups</p> 	<p>No adaptation needed. Good for use.</p>	<p>Hand-eye coordination is needed as well as depth perception. Adapt the toy by making the targets and the item larger.</p>	<p>Grasping and release difficulties: Consider a larger object with a larger target.</p>

<p>Moving toys with strings</p> 	<p>No adaptation needed. Good for use.</p>	<p>No adaptation needed. Good for use.</p>	<p>Upper limb: Ability to grasp the string and pull with the arm is required. Using the stronger arm or tying the string to the child's non-affected body part is an accommodation. Lower limb: Lack of mobility in lower limb makes the movement of the toy difficult. Use a smaller toy to move within arm length or not recommended.</p>
<p>Xylophone toy</p> 		<p>No adaptations needed. Good for use.</p>	<p>Not recommended for children with upper limb difficulties (grasping, wrist or arm movement limitations.) Alternative could be a toy piano with large keys. A pedal music toy could be used instead as well.</p>
<p>Any cause and effect toys to explore</p> 	<p>Use Cause and Effect toys that do not have complicated sounds. Try to pick those unrelated to sound. These could be related to movement, gravity or light reactions instead.</p>	<p>Simple cause and effect toys for cognitive delays. Potentially wait until the child is developmentally older for more complicated versions.</p>	<p>Some toys require pushing, pulling, dropping or manipulation of the toy. This requires upper body mobility. Make sure the cause and-effect toy requires a movement that the child can do.</p>

<p>Animals, birds toys</p> 	<p>No adaptation needed. Good for use.</p>	<p>Cognitive requirement of recognizing the animals, associating them with the name or the sound. Consider waiting until the child is developmentally older for this.</p>	<p>No adaptation needed. Good for use.</p>
<p>Rocking toys</p> 	<p>No a daptation needed. Good for use.</p>	<p>No Adaptations needed. Good for use.</p>	<p>Requires upper body and lower body mobility as well as core strength. Consider an adaptation to the rocking toy with a seat and seatbelts depending on the level of physical disability of the child. Could be better for when the child is developmentally older.</p>
<p>Large wooden knob puzzle</p> 	<p>No adaptation needed. Good for use.</p>	<p>Requires the ability to recognize shapes and images. Not recommended until the child is developmentally older.</p>	<p>Required the pinching ability to hold and release. Consider a larger knob or a magnetic system which can help with the hand functions.</p>
<p>Push toy</p> 	<p>No adaptation needed. Good for use.</p>	<p>No adaptation needed. Good for use.</p>	<p>Requires arm and leg mobility. If upper limbs are difficult, consider a method to strap the hands to the toy and maintain surveillance of the child during play with this toy. Not recommended for children with lower limb disabilities.</p>

<p>Plastic horn</p> 	<p>The sound could either not be perceived or be painful to the hearing impaired. Would not recommend</p>	<p>No adaptations needed. Good for use.</p>	<p>Requires the ability to grasp onto the horn. A stand could be provided for the horn at the level of the child to facilitate the use.</p>
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Toys for children – till three years:

Toys Year 3

Kitchen set/ cutlery set/ mechanical set/ doctor set (for make believe play)



Hearing	Cognitive	Physical
<p>No adaptation needed. Good for use.</p>	<p>Requires the ability to distinguish societal roles. Not recommended until the child is developmentally older.</p>	<p>Consider seated play if lower limbs are affected. Consider adaptive tools and cuffs to help with grip on objects.</p>
<p>No adaptation needed. Good for use.</p>	<p>No adaptation needed. Good for use.</p>	<p>Requires arm strength and hand mobility. Consider using softer clay such as playdoh. Consider using the tools to make different shapes requiring simpler arm function.</p>

Clay





Puzzles board (different types)



Shapes with colors



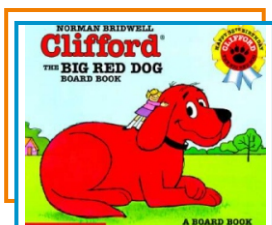
Building blocks (with more options)



Hearing	Cognitive	Physical
<p>No adaptation needed. Good for use.</p>	<p>Requires the ability to put an image together before seeing the image formed. Requires problem solving skills. Not recommended until the child is developmentally older.</p>	<p>Requires finger mobility and function. If the child has fine motor difficulties, start with larger pieces.</p>
<p>No adaptation needed. Good for use.</p>	<p>Requires understanding and identification of shapes and colors. Not recommended until the child is developmentally older.</p>	<p>No adaptation needed. Good for use.</p>
<p>No adaptation needed. Good for use.</p>	<p>Poor hand-eye coordination could make building blocks difficult</p>	<p>Fine motor difficulties: This toy could be a difficult if the child has grasping difficulties, reduced wrist movements, or reduced upper limb movements. Adaptations: Use bigger blocs for fine motor difficulties to use both hands for grasp. Use lighter blocs to simplify lifting the blocks.</p>



Picture books

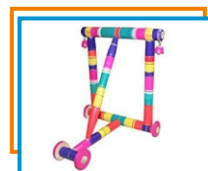


Hearing	Cognitive	Physical
Books with learning to listen sounds (I.e. farm books) or textures	If child has difficulties with concentration: Chose book that is colorful and includes different textures or ask to find an object on the page too keep his attention.	No adaptation needed. Good for use.
No adaptation needed. Good for use.	No adaptation needed. Good for use.	Fine motor difficulties: Use adaptive equipment to hold pencils.
No adaptation needed. Good for use.	No adaptation needed. Good for use.	Tricycle is more stable and can be used for balance training for kids with low tone (I.e., cerebral palsy)

Scribbling note



Children bicycle (with additional wheels)





Stuff toys



Hearing	Cognitive	Physical
No adaptation needed. Good for use.	No adaptation needed. Good for use.	No adaptation needed. Good for use.
No adaptation needed. Good for use.	No adaptation needed. Good for use.	

Crawl through tunnel



Toys for children – till four years:

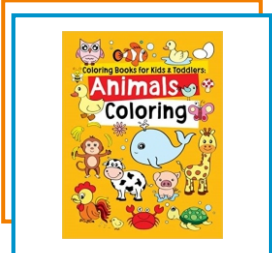
Toys Year 4

Abacus



Hearing	Cognitive	Physical
No adaptation needed. Good for use.	No adaptation needed. Good for use.	No adaptation needed. Good for use.
No adaptation needed. Good for use.	No adaptation needed. Good for use.	Fine motor difficulties: Use adaptive equipment to hold pencils.

Coloring books





Simple craft work set



Children bicycle (with additional wheels)



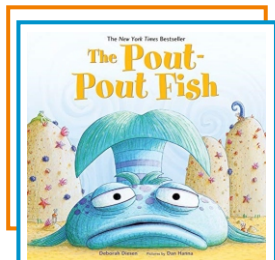
Alphabet



Hearing	Cognitive	Physical
<p>No adaptation needed.</p> <p>Good for use.</p>		<p>Chose a craft that is appropriate for fine motor development (I.e. do not chose a craft that require manipulation of very small objects for kids with fine motor delays)</p> <p>Can make a painting with hands, feet, holding brush in mouth, etc.</p>
<p>No adaptation needed.</p> <p>Good for use.</p>	<p>.No adaptation needed.</p> <p>Good for use</p>	<p>Tricycle is more stable and can be used for balance training for kids with low tone (I.e., cerebral palsy)</p>
<p>Use visual representation (magnets, puzzle pieces) and repeat the sound of a letter multiple times</p>	<p>If child has difficulties with concentration:</p> <p>Use colorful letters that they can manipulate</p>	<p>No adaptation needed.</p> <p>Good for use.</p>



Picture story books



Whistle /blow toys



Matching puzzles – (parts of the body, shapes, daily routine etc.)



Hearing	Cognitive	Physical
Books with learning to listen sounds (I.e. farm books)	If child has difficulties with concentration: Chose book that is colorful and includes different textures or ask to find an object on the page too keep his attention.	Fine and gross motor difficulties: Chose book with thick pages to allow child to turn pages independently.
	No adaptation needed. Good for use.	No adaptation needed. Good for use.
No adaptation needed. Good for use.	Increase the complexity of puzzles as the child progresses (I.e. smaller and more pieces).	No adaptation needed. Good for use.



Games with rules



Picture story books



Complex building blocks



Hearing	Cognitive	Physical
<p>No adaptation needed.</p> <p>Good for use.</p>	<p>Increase the complexity of games as the child progresses.</p>	<p>No adaptation needed.</p> <p>Good for use.</p>
<p>Books with learning to listen sounds (I.e. farm books)</p>	<p>If child has difficulties with concentration:</p> <p>Chose book that is colorful and includes different textures or ask to find an object on the page too keep his attention.</p>	<p>Fine and gross motor difficulties:</p> <p>Chose book with thick pages to allow child to turn pages independently</p>
<p>No adaptation needed.</p> <p>Good for use.</p>	<p>Increase the complexity of the blocks as the child progresses (smaller blocks, less guidance, etc.).</p>	<p>Fine motor difficulties: This toy could be a difficult if the child has grasping difficulties, reduced wrist movements, or reduced upper limb movements.</p> <p>Adaptations: Use bigger blocs for fine motor difficulties to use both hands for grasp.</p> <p>Use lighter blocs to simplify lifting the blocks.</p>



Stuff toys



Hearing	Cognitive	Physical
No adaptation needed. Good for use.	No adaptation needed. Good for use.	No adaptation needed. Good for use.
No adaptation needed. Good for use	Colorful lightweight scarves to practice hand-eye coordination (tossing, stepping, clapping, catching, hiding)	

Velcro throw and catch mitts



Toys for children –till five years

Remote control toys



Hearing	Cognitive	Physical
No adaptation needed. Good for use.	No adaptation needed. Good for use.	Requires fine motor to control the toys. Use bigger knobs and larger remotes to help with fine motor. Stabilize the remote to a stable surface to reduce the need to hold onto it while playing.

Beads



Hearing	Cognitive	Physical
<p>No adaptation needed. Good for use.</p>	<p>Develops planning, problem solving, visual perceptual and math skills. To make this easier for children with cognitive delays, cut the length of their bracelet in advance, and give them less selection of beads.</p>	<p>Fine motor difficulties: Can find bigger beads if smaller ones are too difficult while still being challenging. Can fix the end of the string to a table to help stabilize it during the activity.</p>
<p>No adaptation needed. Good for use.</p>	<p>No adaptation needed. Good for use.</p>	
<p>No adaptation needed. Good for use.</p>	<p>No adaptation needed. Good for use.</p>	<p>Tricycle is more stable and can be used for balance training for kids with low tone (I.e., cerebral palsy)</p>

Throw ball, basket balls





Bicycle



Stuff toys



Hearing	Cognitive	Physical
No adaptation needed. Good for use.	No adaptation needed. Good for use.	No adaptation needed. Good for use.
No adaptation needed. Good for use	No adaptation needed. Good for use.	Gross motor difficulties: Peanut ball or balance disc provide more stability 
No adaptation needed. Good for use.	No adaptation needed. Good for use.	Fine motor difficulties: Use adaptive equipment to help hold crayon 

Swiss ball exercise



Coloring book and crayons





Toys for children –till six

Cricket bat/ball



Tennis racket



Story books

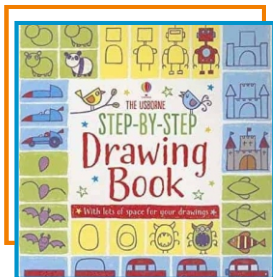



Hearing	Cognitive	Physical
No adaptation needed. Good for use.	If child has difficulties with coordination, use a bigger ball to play with	No adaptation needed. Good for use.
No adaptation needed. Good for use.	No adaptation needed. Good for use.	Gross motor difficulties: Get light rackets Fine motor difficulties: Get rackets with bigger handle.
Books with learning to listen sounds (I.e. farm books)	If child has difficulties with concentration: Chose book that includes pictures or follow along an audio book.	No adaptation needed. Good for use.



Toys for children –till six

Drawing books



Hearing	Cognitive	Physical
No adaptation needed. Good for use.	No adaptation needed. Good for use.	Fine motor difficulties: Use adaptative equipment to help hold crayon 
No adaptation needed. Good for use.	Increase the complexity of puzzles as the child progresses (I.e. smaller and more pieces).	Fine motor difficulties: Get puzzles with bigger pieces that are easier to grab
No adaptation needed. Good for use.	No adaptation needed. Good for use.	

Complex puzzles



Skipping ropes





Toys for children –till six

Black board



Hearing	Cognitive	Physical
No adaptation needed. Good for use.	No adaptation needed. Good for use.	No adaptation needed. Good for use.
No adaptation needed. Good for use.	No adaptation needed. Good for use.	No adaptation needed. Good for use.
No adaptation needed. Good for use.	No adaptation needed. Good for use.	Gross motor difficulties: Peanut ball or balance disc provide more stability

Theraband



Swiss ball exercise





Note:

1. Toys like balls can be used at various ages but played differently by children.
2. Puzzles would be bought from simple to complex as age progress
3. After 3 years, generally gender orientation would be there. So to choose toys appropriately.
4. For make believe play - animals, birds, vegetables, fruits, transport models can be used

Hearing impaired: toys that make simple, not too loud or abstract sounds are great. These toys can be used as instruments

Tool sets: tool benches are great for developing motor skills and hand eye coordination and listening to the "bang" of the hammer Teeter popper: to improve balance, core strength



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